

**A SOCIOLINGUISTIC ANALYSIS OF STEREOTYPE THREAT
IN *THE BLIND SIDE***

A Thesis

**Presented as a Partial Fulfilment of the Requirements for the Attainment of
a *Sarjana Sastra* Degree in English Language and Literature**



**By:
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**ENGLISH LANGUAGE AND LITERATURE STUDY PROGRAM
ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
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2014

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**A SOCIOLINGUISTIC ANALYSIS OF STEREOTYPE THREAT
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A THESIS



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A THESIS

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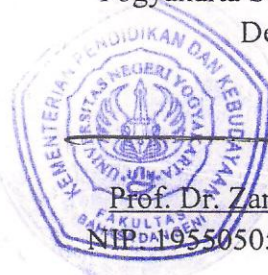
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Penulis,



Vuti Wiviana

MOTTOS

*“Berbahagialah ketika kamu berada dititik terendah hidupmu,
Karena tidak ada lagi jalan untukmu selain keatas.”*

(Bridesmaids)

“Fa inna ma’a al-‘usri yusran, inna ma’a al-‘usri yusran.”

So verily, with the hardship, there is relief.

Verily, with the hardship, there is relief.

(QS Al-Insyirāh (94): 5-6)

“Look inside you and be strong.

And you’ll finally see the truth.

That a hero lies in you.”

(Hero by Mariah Carey)

"The winners in life think constantly of I can, I will, I am."

(Unknown)

DEDICATIONS

This thesis is whole-heartedly dedicated to:

✚ *My parents*
(*Ngatiyah and Djumadi Alan*)

“I thank them for protecting me and showing me the difference between right and wrong, for being my very first coach and mentor, for instilling me in the love for learning and education, for supporting my dreams no matter how big or small, and for never giving up on me.”

✚ *My brothers*
(*Ibnu Erfian and Muhammad Adlu*)

“I thank them for always wishing me the best happiness and for giving me a family to be proud of”

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Yogyakarta, April 1st 2014

Vuti Wiviana

TABLE OF CONTENTS

	Page
TITLE PAGE	i
APPROVAL SHEET	ii
RATIFICATION SHEET	iii
<i>SURAT PERNYATAAN</i>	iv
MOTTOS	vii
DEDICATIONS	vi
ACKNOWLEDGEMENS	vii
TABLE OF CONTENTS	ix
LIST OF FIGURES AND TABLES	xii
LIST OF APPENDICES	xiii
LIST OF ABBREVIATIONS	xiv
ABSTRACT	xv
 CHAPTER I INTRODUCTION	 1
A. Background of the Study	1
B. Research Focus	6
C. Limitation of the Study	7
D. Formulation of the Problems	8
E. Objectives of the Research	8
F. Significance of the Research	8
 CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	 10
A. Theoretical Background	10
1. Sociolinguistics	10
2. Language and Society	12
3. Intercultural Communication	13
4. Racism in USA	15
5. Stereotype	17
a. White People	19
b. Black People	20
c. Linguistic Choices Reflecting Stereotypes	21

1) DAVs	22
2) IAVs	23
3) SVs	24
4) ADJs	24
5) NGCs	25
6. Stereotype Threat	26
a. The History of Stereotype Threat	26
b. Situations that Lead to Stereotype Threat	28
1) Group Identity Salience	28
2) Minority Status	28
3) Stereotype Salience	29
4) Evaluative Scrutiny	30
7. <i>The Blind Side</i> Movie	30
a. The Production of <i>The Blind Side</i>	30
b. Summary of <i>The Blind Side</i>	31
B. Previous Research Findings	31
C. Conceptual Frameworks	34
CHAPTER III RESEARCH METHOD	38
A. Type of the Research	38
B. Data Preparation	39
1. Object of the Research, Data and Source of Data	39
2. Research Instrument	40
3. Technique of Data Collection	42
C. Method of Data Analysis	43
D. Data Trustworthiness	44
CHAPTER IV FINDINGS AND DISCUSSION	46
A. Findings	46
1. Linguistic Choices Reflecting Stereotypes	47
2. Situations that Lead to Stereotype Threat	49
B. Discussion	51
1. Linguistic Choices Reflecting Stereotypes	51
a. DAVs	51
b. IAVs	54
c. SVs	56
d. ADJs	58
e. NGCs	61
2. Situations that Lead to Stereotype Threat	64
a. Group Identity Salience	65
b. Minority Status	68

c. Stereotype Salience	71
d. Evaluative Scrutiny	75
CHAPTER V CONCLUSIONS AND SUGGESTIONS	77
A. Conclusions	77
B. Suggestions	79
REFERENCES	81
APPENDICES	84

LIST OF FIGURES AND TABLES

Figure 1. VCD Cover of <i>The Blind Side</i> -----	31
Figure 2. Analytical Construct -----	37
Table 1. Data Sheet of Linguistic Choices Reflecting Stereotype and the Situations that Lead to Stereotype Threat Experienced by the Characters in <i>The Blind Side</i> -----	41
Table 2. Data Findings of Linguistic Choices used by the Characters that Reflecting Stereotypes in <i>The Blind Side</i> -----	48
Table 3. Data Findings of Situations that Lead to Stereotype Threat Experienced by the Characters in <i>The Blind Side</i> -----	50

LIST OF APPENDICES

Appendix 1. Data Findings of Linguistic Choices Reflecting Stereotype and the Situations that Lead to Stereotype Threat Experienced by the Characters in <i>The Blind Side</i> -----	84
Appendix 2. <i>Surat Pernyataan Triangulasi</i> -----	111

LIST OF ABBREVIATIONS

LC1	: Linguistic Choice number 1
00:01:59	: Hour: -; Minute: 01; Second: 59
DAVs	: Descriptive Action Verbs
IAVs	: Interpretive Action Verbs
SVs	: State Verbs
ADJs	: Adjectives
NGSs	: Noun Group Categories
GIS	: Group Identity Salience
MS	: Minority Status
SS	: Stereotype Salience
ES	: Evaluative Scrutiny

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ABSTRACT

This study aims at identifying and presenting the phenomena of stereotype threat in a multicultural society found in the film *The Blind Side*. The objectives of this research are (1) to describe the linguistic choices in the form of verbal processes that are reflecting stereotypes, and (2) to present the situations that lead to stereotype threat in *The Blind Side*.

This research employed a descriptive qualitative method since it emphasized on describing the phenomena of the use of language in its context by interpreting the data. However, quantitative data were also used to strengthen the findings and to help in drawing inferences. The data were in the form of words taken from the conversation of the characters in John Lee Hancock's *The Blind Side*. The primary instrument of this research was the researcher herself while the secondary instrument was the data sheet. In collecting the data, the researcher watched the movie comprehensively, read the dialogue taken from the script, selected and classified the data based on the objectives of the research. The measure of trustworthiness was applied in analyzing the data. Trustworthiness of the data was maintained by triangulation and peer discussion.

The results of the analysis show two main points. First, there are five categories of linguistic choices reflecting stereotype used by the characters in the movie. They are DAVs (Descriptive Action Verbs), IAVs (Interpretive Action Verbs), SVs (State Verbs), ADJs (Adjectives), and NGCs (Noun as Group Categories). The first most-often appearing phenomenon is NGCs. It occurs as many as 3 times in in-group category and 12 times in out-group category out of the total of 37 occurrences. In other words, its percentages are 8.2% and 32.4%. NGCs get a greater occurrence because nouns are rich enough of characterization and more imaginable. These linguistic choices are mostly found in out-group category of stereotype. Second, the situations that lead to stereotype threat are group identity salience (GIS), minority status (MS), stereotype salience (SS), and evaluative scrutiny (ES). Both, the stereotyped group and the stereotyping group (black people and white people) experienced all situations in this movie. Minority status holds the highest rank as the situation experienced by the stereotyped group that lead to stereotype threat. From the total data of 37 on linguistic choices that reflect stereotype and situations that lead to stereotype threat, minority status occurs as many as 20 times in out-group category. Its percentage is 54.1% from the total 100%.

Keywords: linguistic choices, stereotype threat, *The Blind Side*

CHAPTER I

INTRODUCTION

A. Background of the Study

Living in a multicultural society is not as easy as what is being imagined. There must be some conflicts since there are many different cultures and races exist. A multicultural gap is the most crucial problem that people should note while living in the diverse race and culture. Being stereotyped can be a threat for people from the ethnic group minority. Members of minority groups tend to have different treatment in the countries and societies where they live. This discrimination may be directly based on an individual's perceived membership of a minority group, without consideration of that individual's personal achievement. It may also occur indirectly, due to social structures that are not equally accessible to all.

According to Fegin (1984: 10), there are five characteristics of being minority group such as suffers from discrimination and subordination, has physical and/or cultural traits that set them apart which are disapproved by the dominant group, has a shared sense of collective identity and common burdens, has socially shared rules about who belongs and who does not determine minority status, and has tendency to marry within the group. Every large society contains ethnic minorities and linguistic minorities. Their style of life, language, culture and origin can differ from the majority. The minority status is conditioned not only by a clearly numerical relation but also by questions of political power.

In addition, Schaefer (1993, 18-34) adds that there are some consequences of being minority group, i.e. (1) extermination, which is an elimination of people, includes genocide or the deliberate; (2) expulsion, which a dominant group may force a specific minority group to leave a certain area or even vacate a country; (3) secession, which is a group secedes to form a new nation or moves to an already establish nation where it becomes dominant; (4) fusion, which is when a minority and a majority group combine to form a new group; (5) assimilation, which is a process by which a minority group takes on the characteristics of the dominant group. It can be illustrated as Whites (A) + Blacks (B) + Asian (C) = Whites (A); (6) pluralism, which is a process by which a majority and minority group keep their separate identity; (7) segregation is the physical separation of two groups in residence, workplace and social functions. It can be illustrated by Whites (A) + Blacks (B) + Asian (C) = Interracial (D).

One of the racial segregation phenomena can be identified when white people and black people are separated in some aspects such as education, economic, political life, public facilities, and government. The black people are classified as the working class who are poor, lazy, irresponsible, living in ghetto, dropped-out of school, and speaking different English. On the other hand, the white people are categorized as very proper, rich with big houses, smart, arrogant, racist, and on time (Jobling, 2008: 2). These all perspectives result in the stratification and segregation among two races. Then, this phenomena lead to the emergence of the concept of stereotype.

According to McGarty, Yzerbyt and Spears (2004: 7), there are three principles of stereotypes, i.e. stereotypes as the aids of explanation, stereotypes as energy-saving devices, and stereotypes as shared group beliefs. The three principles of stereotypes can be explained as follows. At first, stereotypes should form as the device to help the perceiver easily understand the situation. The second part implies that stereotypes should form to reduce perceiver's effort on some particular things. The third implies that stereotypes should be formed in line with the accepted views or norms of social groups that the perceiver belongs to.

In recent times there has been a range of new developments in the study of stereotypes formation. Over time the negative perspective of stereotypes is so much misunderstanding between the ethnic groups that lead to the emergence of stereotype threat towards the minority. Stereotype threat refers to a situational predicament in which individuals are at risk of confirming negative stereotypes about their group (Steele & Aronson, 1995: 797). It is the experience of disquiet or concern in a situation where someone has the potential to confirm a negative stereotype about their social group.

A stereotype threat is a potential contributing factor to long-standing racial and gender gaps in academic performance and social interaction. However, it may occur whenever an individual's performance might confirm a negative stereotype. This is because a stereotype threat is thought to arise from the particular situation rather than from an individual's personality traits or characteristics. Since most people have at least one social identity which is negatively stereotyped, they are

vulnerable to stereotype threat if they encounter a situation in which the stereotype is relevant.

The phenomenon of stereotype threat as the results of stereotypes related to the racial issues is presented in *The Blind Side*. This movie was produced in 2009. It is an adaption from a novel entitled *The Blind Side: Evolution of the Game* written by Michael Lewis. It tells about the life of Michael Oher (Quinton Aaron), an African-American boy who has been adopted by different families because of his mother's drug addiction. *The Blind Side* proves a clear problem that black people are always treated differently by white people and vice versa.

Through the life of Michael Oher who becomes the single representative of black people stereotypes, white people generalize their point of view about black people. One of the examples of how white people stereotype black people by giving unfair judgment are stated as follows:

SEAN TUOHY	: “In case you haven't noticed he doesn't have much to say. What's the big deal? It's just for one night, right? It is just one night, right? Leigh Anne?”
LEIGH ANNE TUOHY	: “You don't think he'll steal anything, do you?”
SEAN TUOHY	: “I guess we'll know in the morning.” (LCRS 6/00:24:17)

In the conversation above, Sean Tuohy and his wife suspect Michael steals something in their house since Michael is very quiet and has odd behavior toward them. They thought that Michael is just the same as other backward black people in that town; they generalize their point of view about black people. In fact, black people are stereotyped by white people as brutal and criminal people.

The word *stea*' is used to emphasize that black people are stick to the bad-attitude image. Actually, minority status is the most reasonable situation to give an unfair judgment to the subordinate group.

The reason for choosing *The Blind Side* as the object is that the movie gives some illustrations of stereotype threat related to racism that happens in Tennessee, United States of America. This movie is representative as it presents at this time the phenomena of stereotype that lead to the emergence of stereotype threat. *The Blind Side* brings a story about the stereotype between black people and white people resulting in stereotype threat to the group being stereotyped. In this movie, the black people are represented only by the main character, Michael Oher. In addition, *The Blind Side* inspires those who watch it to treat other people well without any segregation and separation in public areas.

Another reason for choosing this movie is that it is considered as a highly-qualified film since it won many awards. The film is well-received by critics, who most notably praised Sandra Bullock's performance. She went on to win the Academy Award for Best Actress, as well as the Golden Globe Award for Best Actress and the Screen Actors Guild Award for Outstanding Performance by a Female Actor in a Leading Role. The film itself also received an Academy Award nomination for Best Picture.

B. Research Focus

The issues related to a multicultural society become an important matter since a long time ago. In *The Blind Side*, the multicultural society's problems are well portrayed. The movie tells about the life of a poor, ignorant and innocent

black teenager who stumbled into a privileged world of white society. Because of Michael Oher is so *backwards*, the only white people he can communicate with are small children. This situation makes people underestimate him, especially the people at school and his adopted family's surroundings. Based on the phenomena of stereotypes, some problems can be identified.

In reference to the background of the study, the problems of the phenomena of stereotype threat are investigated using the theories of sociolinguistics. A sociolinguistic study attempts to answer the phenomenon of stereotype that leads to stereotype threat. In this research, firstly the researcher discusses the five categories of linguistic choices reflecting stereotypes proposed by Semin and Fiendler (1992: 60), which consist of Descriptive Action Verbs (DAVs), Interpretive Action Verbs (IAVs), State Verbs (SVs), Adjectives (ADJ), and Noun as Group Categories (NGCs). The researcher finds out the meaning of every single word containing the concept of stereotype.

This research relies on the social context under Sociolinguistics. Actually, stereotype threat is a new development of stereotype study in which the social and psychology are involved in it. However, the researcher only takes the social context to be discussed in this study. Finally, the researcher investigates the situations that lead to the stereotype threat to describe the illustration of separation between black people and white people in the society that results in stereotype threat. This theory is proposed by Steele and Aronson (1995).

C. Limitation of the Study

As what is stated in the focus of the study, some problems exist in the movie entitled *The Blind Side*. To intensify the problem investigation, there are some limitations of the study. Firstly, it is in terms of the characters in the movie. The researcher decides to choose all of the characters, either black or white people that experience unfair judgments and treatments.

Secondly, the limitation is in terms of the conversation. It must contain the five categories of linguistic choices proposed by Semin and Fiendler (1992: 60), i.e. Descriptive Action Verbs (DAVs), Interpretive Action Verbs (IAVs), State Verbs (SVs), Adjectives (ADJs), and Noun as Group Categories (NGCs) that reflect stereotypes.

Thirdly, the problem that exists in stereotype is the situations that lead to stereotype threat. The researcher uses the theories proposed by Steele and Aronson. They stated that there are four kinds of situations that will lead to stereotype threat, such as group identity salience, minority status, stereotype salience, and evaluative scrutiny (1995: 797).

Due to the limitation of time and knowledge of the researcher, this study focuses on two problems. The first problem is related to the linguistic choices in the form of verbal processes which often reflect stereotypes. After finding the whole data in the form of words that indicate stereotype, the researcher uses the theory of Steel and Aronson that is related to stereotype threat to find out the situations that lead to stereotype threat according to the context in sociolinguistic perspective.

D. Formulation of the Problems

Considering the points found in the focus of the research and the limitation of the study, the problems can be formulated into two issues.

1. What kinds of linguistic choices in the form of verbal processes are reflecting stereotypes in *The Blind Side*?
2. What are the situations that lead to stereotype threat in *The Blind Side*?

E. Objectives of the Research

In accordance with the formulation of the problems, the objectives of this research are as following:

1. to describe the linguistic choices in the form of verbal processes that are reflecting stereotypes in *The Blind Side*, and
2. to present the situations that lead to stereotype threat in *The Blind Side*.

F. Significances of the Research

This research is concerned with the analysis of stereotype threat in the movie entitled *The Blind Side*. The final result of this research is expected to be useful for:

1. The readers of this study

This research hopefully can directly broaden readers' knowledge on social and culture study, particularly in relation to the phenomena of stereotype threat that exist in the society. It can indirectly open their mind on how to see and understand people from different cultures and races, by neither accept nor treat them differently.

2. The students of English Department

It is highly expected that this research gives an authentic source of study in order to conduct a thesis writing using sociolinguistic approach and to give a description about the phenomena of stereotype threat. It can also be a new reference for students since there have no many theses in Sociolinguistics that specifically identify stereotype threat.

CHAPTER II

LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

This chapter presents with the literature used to conduct the research of stereotype threat in *The Blind Side*. This chapter is divided into three parts. The first is the theoretical background. It is the literary review on sociolinguistics, language and society, intercultural communication, racism in the USA, stereotype, and *The Blind Side*. The second part is previous research findings. It describes previous studies with a similar topic. The third part is the conceptual framework. It shows the concepts used in this study, which are also formulated into an analytical construct.

A. Theoretical Background

1. Sociolinguistics

Discussing language and society, people deal with a kind of study called sociolinguistics. It is a subfield of linguistics which is categorized as a part of macro-linguistics. It is mainly concerned with the study of the relationship between language and society (Holmes, 1995: 1). It explains how and why human beings tend to speak differently in different social contexts and provides some information on how language works and how the social relationship in a community influences language use.

Sociolinguistics was firstly studied by Indian and Japanese linguists in the 1930s. The term *sociolinguistics* was firstly introduced by Thomas Callan Hodson in 1939. In the United States, it was brought and spread by William Labov. On the other hand, it is brought to the United Kingdom by Basil Bernstein in the early

1960s (Joseph, 2004: 15). Based on an interview conducted by ReVEL (Revista Virtual de Estudos da Linguagem), Labov (2007: 2) introduces his newest perspective of sociolinguistics. He described how this branch of linguistics studies language and sees it as the instrument to communicate, which is concerned more with social attitudes, social planning, and social interaction as the consequences of linguistic changes in social issues.

Wardhaugh (1990: 12) states that sociolinguistics is concerned with investigating the relationship between language and society with the goal of a better understanding of the structure and functions of language in communication. The definition of sociolinguistics is also stated by Hudson (1996: 4), who states that it is a study of language in relation to society. In other words, in sociolinguistics people study language and society in order to find such information as much as they can collect about what kind of thing a language is.

In addition, Chaika (1982: 1) says that sociolinguistics is the study of the ways people used language in social interactions. It is concerned with the stuff of everyday life, for example, how to talk to a friend, family, shopkeeper and even stranger. In short, it is a specific study of examining and investigating how language can function as the means of communication in social life. On the other hand, Meyerhoff (2006: 1-3) states that sociolinguistics can be used to describe many different ways of studying language. The most basic way of studying language is by using the language itself, which enables people to speak differently to others.

To sum up, sociolinguistics is a study in which languages and society are well mixed to integrate the quality and quantity of language functions in a social community.

2. Language and Society

Language and society can be related in many ways. Essentially, language is a set of items called 'linguistic items', such as entities like sounds, words, and grammatical structures (Hudson, 1996: 21). In addition, Coulmas (1997: 5) sees language in the form of individual competence, in actual dialogues (or discourse) among groups of individuals, as a formal system of signs, as a cultural system, and in numerous other ways. In fact, Crystal (1997: 11) has defined language as the systematic, conventional use of sounds, signs, or written symbols in a human society for communication and self-expression. He also adds the fact that language is socially determined and its use is governed by social convention. He moves it within the realm of social studies, as an important element in human social behavior and as a social institution.

Furthermore, Wardhaugh (2001: 10-11) proposes that there are several possible relationships between language and society. One is that social structure may either influence or determine the linguistic structure and behavior. The second possible relationship is directly opposite with the first; linguistic structure and behavior may influence and determine the social structure. The third possible relationship is that the influence is bi-directional: language and society may influence each other. The fourth possibility is to assume that there is no

relationship at all between linguistic structure and social structure and that each is independent of the other.

The relationship between language and society is also elaborated by Mesthrie et al (2009: 28) who states that language is indexical of one's social class, status, region of origin, gender, and age group. It means that when a speaker is using language for a certain function, he also directly or indirectly tells the listener about his historical background. Language is the primary means for communication purposes, for establishing peace and order in the society, for showing authority and power, and for attaining goals and objectives. Society, however, controls the language by giving preferences as what are acceptable and not, because everybody has his own perception or point of view.

3. Intercultural Communication

In any cultural contact, people unconsciously learn the tradition, attitude, even the culture of others. These phenomena, then, lead to intercultural communication. The discussion of intercultural communication in multicultural society cannot be separated from the explanation about culture, communication and intercultural communication itself. Particularly, culture is a modern concept based on a term first used in classical antiquity by the Roman orator, Cicero: *cultura animi*. The term *culture* appeared first in its current sense in Europe in the 18th and 19th centuries, to connote a process of cultivation or improvement, as in agriculture or horticulture. In the 19th century, the term developed to refer first to the betterment or refinement of the individual, especially through education, and then to the fulfillment of national aspirations or ideals (Levine, 1971: 6).

According to Hofstede (1984: 51), culture is the collective programming of the mind which distinguishes the members of one category of people from another. Besides, it is the shared knowledge and schemes created by a set of people for perceiving, interpreting, expressing, and responding to the social realities around them (Lederach, 1995: 9). For all these reasons, culture becomes the humans' thoughts that consist of some norms or customs which exist in the society. It influences many aspects of people's life about living together and responding to each other. Indeed, culture is defined as something which relates to anthropological senses such as custom, kinship system, social organization, language, and other practices of people (Scollon and Scollon, 1998: 126).

Lustig and Koester (1996: 29) define communication as a symbolic process in which people create shared meanings. A symbol in this definition refers to a word, action or object that represents a meaning. Meaning, then, is a perception, thought or feeling experienced and communicated by a person. Communication is a dynamic process. It changes, moves and develops all the time. All the communication situations are unique in nature and the process can be seen as a sequence of distinct but interrelated steps (Lustig and Koester, 1996: 30). Finally, communication involves shared meanings. This means that as people experience the world and everyday activities, they create and share meanings with other people and groups. Communication is interpretive in nature and people actively attempt to understand and organize their experiences in the world.

According to Samovar and Porter (1991: 10), intercultural communication occurs whenever a message is produced by a member of one culture for

consumption by a member of another culture, in which the message must be understood. Moreover, Jokinen (1994: 1) adds that intercultural communication happens as the result of different contacts and social aspects and has a connection with social roles. In other words, intercultural communication is a communication between people from different cultures in terms of sharing information, ideas, values, beliefs and the like (Samovar and Porter, 1991: 11). Because of cultural differences in these kinds of contacts, the potential for misunderstanding and disagreement is great. To reduce this risk, it is important to study intercultural communication.

4. Racism in USA

Race means a group of people with the same history, language and so on. According to Omi and Winant (in Fought, 2006: 10), race is a concept which signifies and symbolizes social conflicts and interests by referring to different types of human bodies. The idea of race in the United States is based on physical characteristics and skin colors and has played an essential part in shaping American society (Andersen and Taylor, 2010: 26). Furthermore, Smelser et al, (1984: 188) define race and ethnicity in a clear way.

“An ethnic group is a segment of a larger society whose members are thought by themselves or others to have shared culture. They also engage in activities in which their shared origin and culture are key ingredients. A race is a social creation that results from the attribution of biological characteristics to a group, which is then treated as ‘different’ from other groups”.

Smelser et al, (1984: 175) also state that when a group is identified as belonging to a different race and is subjected to discrimination, exploitation or

violence, this phenomenon is known as racism. Personal factors, social interactions, and economic factors are the possible causes of ethnic and racial inequality (Smelser et al, 1984: 177).

For a long time ago, the racial paradigm in America has been defined as the dynamic set of relations between black people and white people, beginning with the primary encounter of African slavery (Jackson, 2000: 9). Emerging from that condition, in the twentieth century, as black people become more assertive in claiming constitutional and social rights, race or racial matters have become associated with the way in which America handles issues related to people of color, especially black. As a consequence, because black people have occupied a subordinate role in American society and have been the targets of racial animosity leveled against them by white people, they have suffered from this discrimination. America, then, has constructed a racial mountain where the demands of black people and other people of color also have defined the white majority as having racial interests as well.

Racism is generally defined as actions, practices, or beliefs that reflect the racial worldview: the ideology that humans are divided into separate and exclusive biological entities called races (Joe, 1984: 17). This ideology entails the belief that members of a race share a set of characteristic traits, abilities, or qualities; that traits of personality, intellect, morality, and other cultural behavioral characteristics are inherited; and that this inheritance means that races can be ranked as innately superior or inferior to others (Schaefer, 2008: 113).

Racism means unfair treatments to other races or a belief that a particular race is better than the others (Jandt, 2004: 100). Furthermore, Jandt (2004: 102) argues that racism is any policy, practice, belief, or attitude that attributes characteristics or a status of an individual based on the race. The father of racism is Gobineau. In his hierarchy, he divides three groups; they are the white race as the most advance, the black race the least advance, and the yellow between the two (Jandt, 2004: 104). Racism and racial discrimination are often used to describe discrimination on an ethnic or cultural basis, independent of whether these differences are described as racial.

5. Stereotype

Living in society, people would find some different cultures. In this situation, they have a description toward the others whether it is positive or negative. This cultural ideology is called stereotype (Scollon and Scollon, 1998: 155). The term *stereotype* refers to the process of assigning people, groups, or events to a particular and conventional category (Pearson, 1958: 44). When people are stereotyping someone, they do not take into consideration the individualistic, unconventional or unique characteristics of a particular person, group, event or issue. They have their judgment or characterization on an oversimplified concept opinion, or belief.

In other words, stereotype comes up when someone believes that any culture or social group can be treated as they are different. According to Jandt (2004: 93), the notion of stereotype is a broad term which refers to a negative or positive judgment about someone based on any observable or believed

membership. The statement is in line with Dunn (2005: 107) who said that stereotype is an exaggerated perception or belief to justify people based on their group category. Stereotypes are beliefs that come from different characterizing aspects such as physical appearance, traits, abilities, attitudes, emotions, goals, and behaviors (Bar-Tal, 2005: 23). More clearly, Brewer (in Bar-Tal, 2005: 24) states that

“Stereotype tends to be activated and used to characterize a group, especially in situations of intergroup interactions, when the information is unavailable about individual group members, or when the social category is easily accessible and/or the goal of perceiver is to explain intergroup relations.”

Additionally, stereotype can make a clear border between human behavior and treatment toward the others. In fact, the border has psychological effects toward the group or someone who is stereotyped, such as the feeling that the group is lower than another. Stereotype makes those who are stereotyped feel ashamed, afraid and unconfident in the society (Grobman, 1990: 1). In fact, the United States of America is a big multicultural country. Many people from different countries come, stay, and bring their own cultures there. United States Census Bureau (2010: 2), starting in 1997, the federal agencies are required to use five race categories to classify people in US such as White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or Other Pacific Islanders. In this research, however, the researcher only uses two categories of races as the object. They are the Whites and the Blacks.

a. White People

According to United States Census Bureau (2010: 1), white people or significantly called white Americans are people of the United States who are considered themselves white. The United States Census Bureau defines the term *white* as people having origins in any of the original peoples of Europe, the Middle East, or North Africa (2010: 2). Between 1820 and 1936 about 38 million White European immigrants came to the United States in two great streams. The first stream was those who came from England, Ireland, Germany, and Scandinavia. The second stream was those who came from Italy, Russia, and Poland (Smelser, 1984: 183).

As a matter of fact, Jobling (2008: 1) states that white people are privileged and dislike for being minority. In addition, white people are also characterized from their physical appearances. They have some characteristics such as head height at least twice as long as head width, round eyes, thin lips (usually), long arms and long legs. Similarly, McGarty, Yzerbyt and Spears (2004: 8) consider 'white people' as intelligent people. White people think of themselves as dominant or the majority group of American, they had the luxury of not having to deal with the significance of their own racial background; their motto is they were "us" and everyone else was "ethnic." It means that white people are the most superior society that exists in America compared to other races.

White people are also regarded as higher than black people since the slavery era when they enslaved black people. In addition, white people are

viewed as smart, rich, and better in jobs. They also judged as cold, dishonest, racist, unclean, assertive and greedy. Everyone perceives them as racist because most of them are actually in some degree. Furthermore, they are also portrayed as trailer trash, rednecks, very proper, and always think that they are right (Dasdafcasc, 2010: 15).

In addition, white culture constitutes the general cultural mainstream, causing other cultures to be seen as minority, in either a positive or negative way. Moreover, white people tend to be disproportionately represented in powerful positions, controlling almost all political, economic, and cultural institutions (Seidman, 2004: 231-243).

b. Black People

According to United States Census Bureau (2010: 2), the term *black people or African American* refers to people having origins in any of the black racial groups of Africa. Moreover, black people are usually called as *colored* people as well. The US racial or ethnic classification *black* refers to people with all possible kinds of skin pigmentation from the darkest to the lightest skin colors, including albinos, if they are believed by others to have African ancestry, or to exhibit cultural traits associated with being African American (McPherson et al., 2008: 179). As a result, in the United States, the term *black people* is not an indicator of skin color but of socially based racial classification (Nakano, 2009: 225). Furthermore, Smelser (1984: 181) stated that in the earliest period of North American settlement, the status of black people are more similar to white people indentured servants, who could gain

their freedom after a certain length of time. Black people could marry white people and have rights which were equal to those white freemen.

Stereotypes of black people in the United States are generalizations about African American culture. These stereotypes have evolved within American culture dating back to the colonial years of settlement, particularly after slavery became a racial institution that was heritable (Turner, 1994: 12). More clearly, Turner (1994: 20) states that stereotyping objects in popular culture that describes about black people' images as slavish, primitive, or backward and explains how the subtle influences of such images which are apparently pleasing the black people reinforce anti-black attitudes.

In addition, black people' images are as lazy and very religious. They also are stereotyped as having a love of some foods and beverages like fried chicken, watermelon, corn bread, Kool-Aid, waffles and grape drink (Nance, 2010: 5). In other words, black people are also stereotyped as having poor taste for culinary. Related to sports, the stereotype images of black people are having good skill and intelligent enough to hold "strategic" positions or coach games such as football (Hoberman, 1997: 146).

c. Linguistic Choices Reflecting Stereotypes

The belief toward another culture gives impacts for communicators' choice of terminology when they interact in the society. Their utterances containing stereotype show their judgment toward other groups. *Linguistics Category Model* (LCM) is an approach to the domain of the interpersonal language which consists of interpersonal verbs that are employed to

characterize people. It offers an orderly model of the meanings that are odd to the linguistic terms (verbs, adjectives and nouns) that are used in communicating social events and the actors (Semin and Fiedler, 1992: 117).

Alternatively, in *Linguistics Category Model* (LCM), Semin and Fiedler (1992: 117) proposed that there are five category systems of linguistic choices: Descriptive Action Verbs (DAVs), Interpretive Action Verbs (IAVs), State Verbs (SVs), Adjectives (ADJs), and Noun as Group Categories (NGCs).

1) Descriptive Action Verbs (DAVs)

This type is usually used to express a single, observable event and preserve perceptual features of the event. DAVs refer to a single specific action with a clear beginning and end, and with a physically invariant feature (Coenen et al, 2005: 9). DAVs provide a concrete and objective description of a specific behavioral event. These verbs maintain a reference to context and situation (Semin and Fiedler, 1992: 121). In addition, all actions to which a specific DAV can be applied share a common physically invariant feature. For example, all actions that can be described as *to talk* involve the mouth as a physically invariant feature.

For example, in the utterance “She *walks* her mother’s dog through the forest” (Coenen et al., 2005: 10), the word *walk* refers to a general group of behaviors with a clearly defined beginning and end. *To walk* objectively describes the event and involved the feet as a physically invariant feature, so that, it is categorized as a descriptive action verb.

There are some characteristic features of DAVs, i.e. reference to a single specific and visible behavioral event, reference to a specific object and situation, essential context for sentence comprehension and objective description of observable events (Coenen et al, 2005: 9).

2) Interpretive Action Verbs (IAVs)

IAVs refer to a multitude of behaviors or actions that have the same meaning but do not share an invariant physical aspect (Semin and Fiedler, 1992: 139). Therefore, they do not allow a clear visualization of the behavior or action they refer to. These verbs do refer to an event with a clearly defined beginning and end, and usually have a positive or negative evaluative value (Coenen et al, 2005: 12). Interpretive Action Verbs (IAVs) describe specific observable events. However, these verbs are more abstract in that they refer to a general class of behaviors and do not preserve the perceptual features of an action. IAVs provide as frames for a variety of actions that can be described by the same verb (Semin and Fiedler, 1992: 140).

For example in the sentence, “She *helps* her mother who is ill” (Coenen et al., 2005: 12), the word *help* goes beyond description of an observable action and has a positive value. It refers to a diverse of observable behaviors, each with a clearly defined beginning and end. It also refers to a multitude of behaviors. Therefore, it should be coded as an interpretive action verb.

3) State Verbs (SVs)

State verbs (SV) refer to mental and emotional states or changes into particular things. These verbs refer to either a cognitive (to *think*, to *understand*, etc.) or an affective state (to *hate*, to *admire*, etc.) (Semin and Fiedler, 1992: 144). In the same way, SVs are an unobservable emotional state and not a specific event (e.g., “A *hates* B”). Other examples of state verbs are *love*, *hate*, and *despise*. The characteristic of state verbs are enduring states, reference to a social object, and highly interpretative instead of mere description.

For example, in “It *amazes* me that she’s got an A in mathematics”. (Coenen et al., 2005: 13), the word *amaze* refers to a psychological consequence of an action with an unclearly defined beginning and end, and also a positive evaluative value. As an action, its verb expresses an emotional consequence of action rather than refers to an actual action. These state verbs do not have a clearly defined beginning or end and cannot be objectively verified.

4) Adjectives (ADJs)

Adjectives show a low contextual dependence and a high conceptual interdependence in their use. In other words, the use of adjectives is governed by abstract, semantic relations rather than by the contingencies of contextual factors (Semin and Fiedler, 1992: 143). Adjectives also refer to a characteristic or feature qualifying a person (Coenen et al., 2005: 10). Adjectives qualify the person to whom they

refer. Consequently, they do not express what a person does, feels or thinks but *what a person is like*. ADJs do not refer to a feature of a person but an object, an action or a situation. When ADJs refer to an action, they qualify a verb and are grammatically called ‘adverbs’. According to the *Linguistic Category Model*, adverbs do not form a separate category but are coded as adjectives.

For example, in “An *unknown*, *young* woman with a *small* baby came to sit next to me” (Coenen et al., 2005: 10), the word *unknown* and *young* refer to *woman* and *small* refers to *baby*. Thus, each of these adjectives refers to a person. According to Coenen et al. (2005: 10), there are some characteristic features of adjectives (ADJs) such as highly abstract person description, zero object or situation reference and context reference, highly interpretive, and detached from specific behaviors.

5) Noun as Group Categories (NGCs)

Linguistic choices reflecting stereotypes are in the form of not only verbs and adjectives but also nouns (Semin and Fiedler, 1992: 121). Nouns can under certain conditions also qualify a person. These can be the case when a noun refers to a mentioned person. Noun as Group Categories are used to assign a person to noun category and refer to a mentioned person such as *jock*, *German*, *lesbian*, *nigger*, and *Jew*.

For example, in “His father is a *nigger*” (Coenen et al., 2005: 10), the words *father* and *nigger* both refer to the same person. Here *nigger* qualifies *father*. The word, *nigger* adds something to *father*, not the other

way around, because *father* is mentioned first. Based on the given-new contract, *father* is thus given and therefore not coded. A *nigger* is the second noun, but referring to the same person as *father* and is therefore constituting the new, qualifying information.

The comparison between nouns and adjectives which is proposed by Andersen and Klatsky (in Semin and Fiedler, 1992: 122) are:

- a) Nouns are richer, having more features that afford a wider variety of inferences about the category of members.
- b) Nouns are more imaginable, due to the fact that their features include not only trait but also physical appearance, typical behavior, and demographic characteristics.
- c) Nouns are distinctive in that they have idiosyncratic features which are not shared with other categories.
- d) Nouns have a more efficient function in information processing task.

6. Stereotype Threat

a. The History of Stereotype Threat

The term *stereotype threat* is firstly studied by Claude Steele, an internationally recognized social psychologist and professor at Stanford University (Steinberg, 2008: 10). Related to society, it is a problem that pervades American life recently since it potentially contributing an unpleasant factor to long-standing racial and gender gaps in academic and daily activities performance. Steele (in Inzlicht and Schmader, 2011: 222) states that overcoming

stereotype threat is a key to achieving integration of American society that goes beyond statistics and allows people to expand in an integrated setting. Furthermore, Steinberg (2008: 12) states that Steele is the first one who outlined the theory behind stereotype threat. His basic premise is that a person's social identity defined as group membership in categories such as age, gender, religion, and ethnicity has significance when rooted in concrete situations.

As a matter of fact, there are some findings in many studies conducted by Steele and his colleagues that showed when a person's social identity is attached to a negative stereotype, that person will tend to underperform in a manner consistent with the stereotype (Steinberg, 2008: 10). Furthermore, Steele et al., (in Inzlicht and Schmader, 2011: 15) attribute the underperformance to a person's anxiety that he or she will conform to the negative stereotype. They say that while racism exists, stereotype threat is a far more pervasive barrier to a truly integrated society.

In fact, Steele et al., (in Inzlicht and Schmader (2011: 6) describes a person's fear of being negatively stereotyped by their race or ethnic group, for example in a circumstance when there are white people either as racist or intellectually superior and the black people as intellectually inferior in the same room, it creates a general level of discomfort in racially mixed settings. Steele defines these situations as identity contingencies settings in which a person is treated according to a specific social identity (Inzlicht and Schmader, 2011: 8).

b. Situations that Lead to Stereotype Threat

Stereotype threat is also more common in some situations than others. According to Steele et al. (1995: 197), stereotype threat is more likely to occur in the following contexts:

i. Group Identity Salience

A situation when there is someone in a particular ethnic community becomes the stereotypical representation of an ethnic group's image. Group identity theory refers to groups where there is an established social community and in-group stereotypes. The differences that distinguish groups into some characteristics such as color of skin, wealth, education, and occupation make a clear separation in society. A group needs to be recognized and to look salient rather than the other groups. People identify themselves with their group to enhance their social identity and maintain self-esteem. In other words, although stereotype threat tends to be experienced by members of some groups more than others, it seems be inappropriate to conclude that it is only experienced by members of traditionally stigmatized or stereotyped groups (Steele et al., 1995: 199).

ii. Minority Status

Another situation that contributes to a stereotype threat is when someone just expects to be the single representative of a stereotyped group (solo status) or a numerical minority can create heightened group identity and stereotype threat (Steele et al., 1995: 199). Stereotype may affect the ways that a member of the society to give different treatments toward different groups

based on their social-economic, physical judgment, and sex. In addition, Schaefer adds that minority status can be described as a situation when there is a subordinate group whose members experience a narrowing of opportunities (success, education, wealth, etc) and have significantly less control or power over their lives than members of a dominant or majority group (1993: 5-10). This theory is in line with Marger (2011: 28) who states that minority status can be happened to those people who live in multiethnic society and receive fewer of the society's rewards especially to their physical and cultural traits.

iii. Stereotype Saliency

In everyday social interaction, people tend to categorize other people based on their self-categorization and social status. In the United States, for example, racial groups are linked to stereotypes such as being good at math, athletics, dancing and so forth. Personal's identities can become threatened when stereotypes are invoked, either blatantly or subtly, in the social community (Steele et al., 1995: 198). In many studies of stereotype threat, individuals have been told explicitly that performance differences exist between members of different social groups. One example of some studies about stereotype saliency is when the superiority group (white students) generalizes the black students as the lazy people in the classroom. It might result in black people performance to become worse in doing their task. When race was not emphasized, however, black students performed better and equivalently with white students. It shows that performance in academic

contexts can be harmed by the awareness that one's behavior might be viewed through the lens of racial stereotypes.

iv. Evaluative Scrutiny

The differences between in group or out group mean larger for intelligence than friendliness while in the other condition this is contradictory (Steele et al., 1995: 199). In other words, when someone believes that his or her ability in a stereotypic domain will be evaluated by superior group of society can create a strong sense of stereotype threat. There are some series of research on stereotype threat conducted by Steele and his colleagues show that each individual develop his self-image and affect the quality of performance based on the existence of the social arrangement, for example, the individual directly infer his stereotype attributes on the information about their intellectual abilities.

7. *The Blind Side* Movie

a. The Production of *The Blind Side*

The Blind Side is a 2009 American semi-biographical sports drama film. It is written and directed by John Lee Hancock, and based on the 2006 book *The Blind Side: Evolution of a Game* by Michael Lewis. *The Blind Side* is produced by Alcon Entertainment and released by Warner Bros. *Reuters* reports that the film's production budget was \$29 million. Filming for the school scenes took place at Atlanta International School and The Westminster Schools in Atlanta, Georgia, and it featured by many of their students as extras.

The film was premiered on 17 November 2009 in New York City and New Orleans and opened in theaters on 20 November 2009 in the rest of the United States and in Canada. *The Blind Side* is a box-office success, grossing over \$300 million and was being nominated many prestigious movie awards. Among those prestigious awards, it won seven categories in different prestigious movie awards. The first is the category for the Best Actress in Golden Globe awards – Sandra Bullock; the second is the category for the best sports movie in ESPY awards; the rests are the same category that all goes to Sandra Bullock as the best actress and best picture from many movie awards.

b. Summary of *The Blind Side*

This film portrays a life of a homeless African-American teenager, Michael Oher. Michael has no idea who his father is and his mother is a drug addict. Michael has had little formal education and few skills to help him

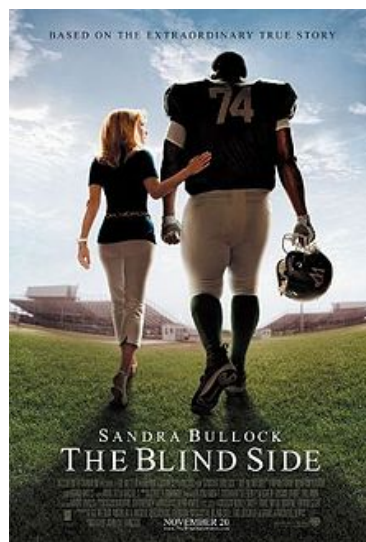


Figure 1. VCD Cover of *The Blind Side*

learn. He has been in foster care with different families. Every time he is sent to a new home, he runs away. Michael's father's friends, Big Tony, whose couch Mike had been sleeping on, enrolls him into a Wingate Christian school, an exclusive private school. After Michael starts attending classes at Wingate, most of his teachers believe he is untouchable, except his science teacher, Mrs. Boswell, who

begins to understand that Michael learns in a different way. He became so

introvert since people surrounding him give him unfair treatment, especially some of his teachers and classmates. Some teachers at his school stereotyped that Michael is stupid and only has interest in sports. Michael confirmed those negative stereotypes and this contributes to his low academic performance at school.

In the school, he meets Sean *SJ* Jr., who quickly befriends with him. *SJ*'s mother, Leigh Anne Tuohy (Sandra Bullock) pities his situation and offers him a place to stay. Slowly, Michael starts becoming a part of the Tuohy family, even though Leigh Anne's friends and other families warn her that Michael could affect *SJ* (Jae Haed) and Collins' (Lily Collins) social life since Michael is an African-American boy. Nonetheless, *SJ* and Michael become buddies. Leigh Anne goes to the school to learn about Michael's academic performance and is surprised to know that even though he has scored low in essentially every aspect, he scored in the 98th percentile in 'protective instincts'. Sean Tuohy (Tim McGraw) also talks to Michael and lists the Tuohys as his emergency contact and talks to the school coach to get Michael enrolled in the football team.

B. Previous Research Findings

The researcher realizes that there have been many studies which investigate the phenomena of stereotype in linguistics field recently. In fact, there are many previous researches, especially in the form of journal or thesis on this topic. However, it does not mean that they are the same. This is because each research has its own distinctive focus and methodology.

One of them is the research conducted by Mary Bucholtz in 2004 entitled *Styles and Stereotypes: The Linguistic Negotiation of Identity among Laotian American Youth*. This research is published in the form of an article. The object of this research is two Laotian American teenage girls in a multiracial California high school take different pathways through two contrasting stereotypes of Southeast Asian Americans: the model minority nerd and the dangerous gangster. The two girls, both first-generation immigrants, each draw on contrasting linguistic and youth-cultural practices to organize themselves to some degree with one of these stereotypes while distancing themselves from the other. The absence of an ethnically marked variety of Asian American English does not prevent the construction of Asian American identities; instead, speakers make use of locally available linguistic resources in their everyday speech practices, including African American Vernacular English and youth slang, to produce linguistic and cultural styles that position them partly inside and partly outside of the school's binary black and white racial ideology.

In conclusion, this research provides one example of the diversity of Asian American language and identity despite the sharp ideological constraints imposed by the dominant racial and ethnic stereotypes of Southeast Asian Americans as either model-minority nerds or threatening gangsters. Moreover, research on Asian Americans' language has often called attention to linguistic allocation as a strategy for identity construction, perhaps because a distinctive linguistic variety is not available to Asian Americans in the same way as for African Americans or Latinos.

Another research has been conducted by Sintawaty Chandra, a *Sarjana* degree student of English and Literature Study Program of Yogyakarta State University in 2011 entitled *An Analysis of Stereotype in Multicultural Society in Remember the Titans*. In her research, she explained stereotype by using language choices reflecting stereotype and the factors of the emergence of stereotypes. Group conflicts hold the highest frequency, followed by the different social roles. In her research, she found that most of the utterances were in the form of nouns instead of verbs and adjectives.

Similar to Sintawaty, the researcher uses the theory proposed by Semin and Fiedler (1992) to answer one of two objectives in this research. However, this research is different from the previous one. This research describes the phenomena of stereotype threat in the movie entitled *The Blind Side*, while Chandra's research describes stereotype in the movie entitled *Remember the Titans* which sets in Virginia. This research also considers the concept of racism between White and Black people in the USA. Racism is used as the historical and cultural background of stereotypes between black and white people at that time.

C. Conceptual Framework

The discussion on stereotype phenomena is undeniably an important topic in linguistics area since it involves certain processes and its occurrence is influenced by certain social and linguistic structure. In fact, to be more specific, the discussion on those things is always under sociolinguistic study since this study is also about language and society.

Living in a multicultural society resulting in some problems related to the multicultural gaps that lead to the phenomena of stereotypes. The most widely known of this phenomena is experienced by two groups of social community; black people and white people. Stereotypes emerged from the idea of racism. In the United States, it is based on the physical characteristics and skin colours and has played an essential part in shaping American society.

Every race, culture, country, religion and a community has a stereotype. It is a way of oversimplifying groups of people. It is one of the easiest ways of establishing identity. By conforming to a fixed or conventional image, the identity can be recognized and understood. And, herein lies the problem. It is hard to be objective if one does not reject stereotypes. So, it is better not to use any stereotype and pass judgments only when you are familiar with others.

Racism is the belief that all members of each race possess characteristics, abilities, or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race or races (Oxford Dictionary). Racism in the United States becomes a crucial issue since slavery and colonial era. Before the Revolution, human slaves were bought and sold in all American colonies. Society distinguished races in different ways. They were separated in education, public facilities, employments, government, housing and so on. They also judged others by their colours of skin, wealth, and physical appearances. Therefore, this circumstance made some unavoidable racial problems in the society.

In conducting research on the phenomena of stereotype threat, the researcher employed two theories from Semin and Fiedler (1992) and Coenen et

al., (2005) about linguistic choices reflecting stereotype. They are divided into five category systems i.e., Descriptive Action Verbs (DAVs), Interpretive Action Verbs (IAVs), State Verbs (SVs), Adjectives (ADJs), and Noun as Group Categories (NGCs). In addition, to answer the phenomena of stereotype threat, the researcher also employed the theories from Steele and Aronson (in Inzlicht and Schmader: 2011). There is one objective to be revealed, i.e., the situations that lead to stereotype threat.

In fact, the phenomenon of stereotype threat is portrayed very well in *The Blind Side*. This movie is about a young Black man who experienced a stereotype threat since the society around him gives him unfair judgment. For this reason, this movie is brought up as the object of this research. The diagram of the formulation of the research is presented in Figure 2.

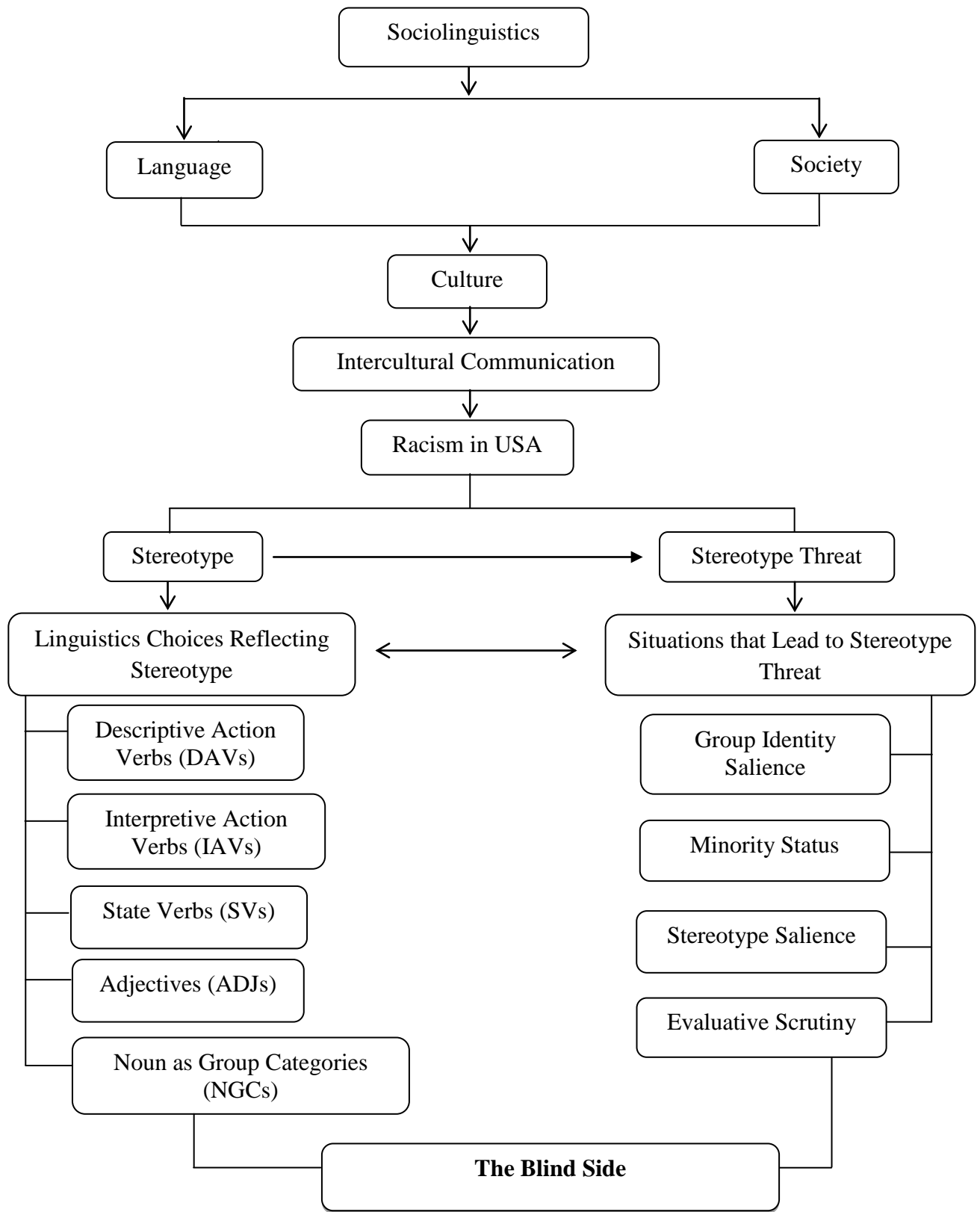


Figure 2. Analytical Construct

CHAPTER III

RESEARCH METHOD

This chapter is presented to describe the research method. The researcher divided this chapter into four parts: type of the research – describing the approach or method of conducting this research; data preparation – including object of the research, data and source of data, research instrument, and techniques of data collection; data analysis – showing how the data were analyzed; and data trustworthiness – describing how the validity of the data finding was checked.

A. Type of the Research

This study used descriptive qualitative method since it gave an emphasis on describing the phenomena of the use of language in its context by interpreting the data. Holloway (1997: 1) states that qualitative research is a form of social inquiry that focuses on the way people interpret and make sense of their experiences and the world in which they live. It aims to understand the social reality of individuals, groups, and cultures. In addition, a qualitative study deals with a natural complex phenomenon. It refers to a study based on descriptive data that do not make (regular) use of statistical procedures (Pathon, 2002: 162). Furthermore, Pathon's opinion is in line with what Bodgan and Biklen (1982: 84) state that in the descriptive qualitative research, the collected data are in the form of words or pictures rather than numbers.

According to Parse (2001: 57), the purpose of the descriptive qualitative method is to study intensely a phenomenon to discover the patterns and themes about

life events when the researcher has a specific question about the phenomenon. The nature of the research for the descriptive qualitative method focuses on social connections, interrelationships, life events, and other matters concerned with social sciences.

B. Data Preparation

The data preparation consisted of three parts. The first was explaining the object of the research, form of data and source of data. The second was describing the research instrument. The third is explaining the techniques of data collection.

1. Object of the Research, Form of Data, and Source of Data

The object of this research was the dialogues uttered by the characters in *The Blind Side* containing and reflecting the phenomena of stereotype that lead to stereotype threat. The data in this research were in the form of words taken from the conversation of the characters in the movie *The Blind Side* which have been matched with the transcript or text written by John Lee Hancock. Since this movie also observed abstract phenomena, i.e. stereotype threat phenomena, of which the existence could not be observed via transcript but movie, another source of data was used in order to see the occurrence of such phenomena. There are two original VCDs (Video Compact Disk) of *The Blind Side*. Thus, the movie transcript and VCDs became the main data source of this research. The movie's transcript was retrieved from http://www.script-o-rama.com/the_blind_side/ on 5 December, 2011.

2. Research Instrument

The instrument of this research was the researcher herself. As stated by Moleong (2001: 121), in qualitative research, the researcher plays an important role as the designer, data collector, analyst, data interpreter, and reporter of the research finding. This is in line with Mathie (2005: 28) who also proposes that all research methods associated with qualitative research are heavily dependent on the researcher as the interviewer, observer, facilitator, communicator, and interpreter of data. In other words, all data are filtered through the researcher. In this research, the researcher was the one who collected and processed the data, from the raw to the final data ones.

As the main instrument of this study, the researcher had the role of planning, collecting, analyzing, and reporting the research findings of the meaning of utterances containing and reflecting stereotype threat in the movie *The Blind Side*. The researcher also interpreted the data findings descriptively by employing the background knowledge of the context of stereotype threat phenomenon.

In addition, in order to ease the process of analysis, help from secondary instrument was used. The form of data sheet is presented in the following table.

Table 1. Data Sheet of Linguistic Choices Reflecting Stereotype and the Situations that Lead to Stereotype Threat Experienced by the Characters in *The Blind Side*

Code	Utterances	The Linguistic Choices Reflecting Stereotype					Types of Stereotype		Situations that Lead to Stereotype Threat				Context of Situation	Explanation
		DAVs	IAVs	SVs	ADJs	NGCs	In-Group	Out-Group	GIS	MS	SS	ES		
LCRS 14 /00: 48: 24	<p>(BETH) Aren't you <u>worried</u>, I mean, even just a little? He's a boy, a large, black boy, sleeping under the same roof.</p> <p>(LEIGH ANNE TUOHY) Shame on you. I've got this.</p>				√			√		√			Beth warns Leigh Anne to be careful with Michael since he is a stranger and living with her under the same roof. Beth prejudices Michael will seduce Leigh Anne's daughter, Collins Tuohy.	The word 'worried' is coded as ADJs because it qualifies about unpleasant feeling of Tuohy's family. Actually, black people' images are associated with criminal and bad things. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Michael becomes the single representative of his stereotyped group. Therefore, it is coded as minority status.

Note:

LCRS1 : Linguistic Choices Reflecting Stereotype number 1

00:01:59 : Hour: -; Minute: 00; Second: 59

DAVs : Descriptive Action Verbs

IAVs : Interpretive Action Verbs

SVs : State Verbs

ADJs : Adjectives

NGCs : Noun as Group Categories

GIS : Group Identity Salience

MS : Minority Status

SS : Stereotype Salience

ES : Evaluative Scrutiny

3. Techniques of Data Collection

According to Wiersma (2009: 236), qualitative researchers may engage to the interview, focus groups, observation and document collection in order to collect data. Qualitative research is very “researcher-dependent”. The instrument for the data collection was the researcher him/herself. It means that in collecting the data the researcher makes decisions about what data to collect. In this research, the researcher used the technique of document collection to collect the data.

The procedures of the data collection:

- a. the researcher watched the movie and read the script to check the correctness of the characters’ utterances in the script;
- b. the researcher identified the characters’ utterances to find the linguistic choices reflecting stereotype and situations that lead to stereotype threat;
- c. the researcher recorded the data into data sheet to recognize the linguistic choices reflecting stereotype and situations that lead to stereotype threat uttered by the characters in *The Blind Side*;
- d. the researcher interpreted the utterances of the characters in *The Blind Side* that are classified as the linguistic choices reflecting stereotype and the utterances that are classified as situations that lead to stereotype threat;
- e. the researcher applied trustworthiness of the data by asking friends and lectures to check the data to support data analysis; and
- f. the researcher derived conclusion based on the result of the research.

C. Methods of Data Analysis

After the data were collected, selected, and also reduced, then they were analyzed. Wiersma (2009: 216) writes that soon after the data collecting steps are started, at the same time, the data analysis also begins. Thus, right after working on the raw data on the data sheets, the researcher started the analysis. Apart from this, the rest of the steps in this research are:

1. Identifying

The goal of this step was to make a description of the data by using a preliminary framework. The categorization was an “open coding” in which the process of identifying will keep changing so that the researcher must comprehensively identify and categorize the data based on the data sheet.

2. Coding

After identifying the data, the next step was called coding. This was the most difficult step in the analysis since the researcher must understand the data completely to gain descriptive details of the data by comparing the theories.

3. Interpreting

After finishing the coding step, the researcher began to interpret the data findings. The analysis of the data was in the form of qualitative analysis of which the researcher descriptively explained the utterances of the characters in *The Blind Side* that were classified as linguistic choices reflecting stereotypes and the situations that lead to stereotype threat.

4. Discussing

After the findings were discovered, the data were discussed based on the theories provided. However, the researcher also elaborated and explained the findings to support the interpretation. The explanations showed the ranks and the implication of the data in the form of conceptual story line of which the explanation linked to one another. This kind of discussion was conducted on all data.

5. Concluding

Finally, the researcher concluded the discussion. She provided a deep explanation while adding some additional points to uncover the gap of the explanation as well as giving suggestions to readers.

D. Data Trustworthiness

Data trustworthiness was applied in this research. The aim of trustworthiness in a qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln & Guba, 1985: 290). Lincoln & Guba (1985: 189) state that in a qualitative research project, four issues of trustworthiness demand attention: credibility, transferability, dependability, and confirmability. Credibility is an evaluation of whether or not the research findings represent a "credible" conceptual interpretation of the data drawn from the participants' original data. Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project. Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and theory generation.

Confirmability is a measure of how well the inquiry's findings are supported by the data collected.

In this research, data trustworthiness was maintained by triangulation and peer discussion (peer debriefing). Triangulation is a process carried out with respect to data—a datum or item of information derived from one source (or by one method or by one investigator) should be checked against other sources (or by other methods or investigators) (Lincoln & Guba, 1985: 315). In this research, the triangulation was done by checking the data source, the method, and theories employed by the researcher. In fact, it was conducted by the help of two consultants and some friends. In addition, the discussion with the consultants was done regularly from the beginning until the end of this research process.

Meanwhile, according to Lincoln and Guba (1985: 140), peer debriefing helps build credibility by allowing a peer who is a professional outside the context and who has some general understanding of the study to analyze materials, test working hypotheses and emerging designs, and listen to the researcher's ideas and concerns. In this research, two peer debriefers, Solehal Wani, S.S. and Anggie Ray Salvatore, S.S. who were concerned in linguistics field are use in order to check the data analysis or to check whether the categorization of the data in the data sheet are correct or not.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two main parts: findings and discussion. As stated in the first chapter, this research is aimed at accomplishing two objectives i.e. to describe the linguistic choices in the form of verbal processes that are reflecting stereotypes in *The Blind Side* and to present the situations that lead to stereotype threat in *The Blind Side*. The findings are in the forms of two tables which contain numbers as well as percentages of the analyzed phenomena. However, the first part only shows the findings for the objectives of this research. The second part presents the descriptions or brief explanations on how to read such findings. In this part, the researcher discusses the findings more deeply by presenting some examples for each of the data found as well as highlighting the important parts of the presented examples.

A. Findings

In this section, the researcher figured out the findings based on two problems formulated in the first chapter. The first finding is related to the linguistic choices in the form of verbal processes that reflect stereotypes produced by the characters in the movie. The second finding is related to the situations that lead to the phenomena of stereotype threat. After having peer discussion, the researcher finally got the fixed

data and presented them in the form of percentages. The following presents the data findings of the research in reference to the data analysis.

1. Linguistic Choices Reflecting Stereotype

As stated in the background of the study in Chapter 1 living in a multicultural society is never easy. Besides, in multicultural contact, people unconsciously learned the tradition, attitude, even shared culture with others. These phenomena led people to intercultural communication. However, a multicultural gap became the most crucial problem that happens while living in the diverse race and culture. It gave impacts for the communicators to have specific terminologies while communicating with the others. When the issue of stereotype came up to the societies' living, it might influence the linguistic choices in the form of verbal processes.

In this research, linguistic choices in the form of verbal processes are needed to figure out the phenomena of stereotype. There were five categories of linguistic choices found in the object of the research i.e. Descriptive Action Verbs (DAVs), Interpretive Action Verbs (IAVs), State Verbs (SVs), Adjectives (ADJs), and Noun as Group Categories (NGCs). Those categories were in the form of words that contain issues of the phenomena of stereotype that happened either in in-group or out-group society. In this research, there were two ethnic groups, the black people and the white people, who are experiencing the phenomena of stereotype.

The distribution of the occurrence of linguistic choices reflecting stereotype is presented in the following table.

Table 2. Data Findings of Linguistic Choices used by the Characters that Reflecting Stereotypes in *The Blind Side*

No	Linguistic Choices Reflecting Stereotypes	Frequency	Percentage
1	Descriptive Action Verbs (DAVs)		
	a. In-group	2	5.4%
	b. Out-group	7	18.9%
2	Interpretive Action Verbs (IAVs)		
	a. In-group	0	0%
	b. Out-group	1	2.7%
3	State Verbs (SVs)		
	a. In-group	0	0%
	b. Out-group	1	2.7%
4	Adjectives (ADJs)		
	a. In-group	1	2.7%
	b. Out-group	10	27%
5	Noun as Group Categories (NGCs)		
	a. In-group	3	8.2%
	b. Out-group	12	32.4%
TOTAL		37	100%

Table 2 shows 37 data of linguistic choices that reflect stereotype in *The Blind Side*. The first most-often appearing phenomenon is Noun as Group Categories (NGCs). It occurs 3 times in in-group category and 12 times in out-group category. NGCs get a greater occurrence because it can be an effective way to mark people who were stereotyped. The manifestation of this phenomenon happens when nouns can under certain conditions qualify a person. These can be the case when a noun refers to a mentioned person like *nigger*, *Jew* and *German*. Furthermore, NGCs have a more effective function in information processing task and more imaginable, due to

the fact that their features include not only trait but also physical appearance, typical behavior, and demographic characteristics.

On the other hand, Adjectives (ADJs), the second most-often appearing words, show a low contextual dependence and a high conceptual interdependence in their use. In other words, the use of adjectives is governed by abstract, semantic relations rather than by the contingencies of contextual factors. In addition, Descriptive Action Verbs (DAVs) rank the third place. However, the number of its occurrence is quite different from the previous ranks. It only occurs twice in in-group category and 7 times in out-group category. Meanwhile, the other categories of linguistic choices reflecting stereotype are Interpretive Action Verbs (IAVs) and State Verbs (SVs). Both of them get the smallest occurrence since IAVs and SVs are quite hard to use in stereotyping people. People who stereotyped tend to use concrete words instead of abstract ones in order to create a strong sense of stereotype.

2. Situations that Lead to Stereotype Threat

The second objective of the research was to present the situations that led to stereotype threat in *The Blind Side*. The situations were divided into four classifications: group identity salience, minority status, stereotype salience, and evaluative scrutiny. In revealing these situations, the researcher had to look up the analysis of the use of linguistic choices in the characters' conversations. Finally, the table below shows the findings of the situations that lead to stereotype threat experienced by the stereotyped group in the film *The Blind Side*.

Table 3. Data Findings of Situations that Lead to Stereotype Threat Experienced by the Characters in *The Blind Side*

No	Situations that Lead to Stereotype Threat	Frequency	Percentage
1	Group Identity Salience		
	a. In-group	5	13.5%
	b. Out-group	2	5.4%
2	Minority Status		
	a. In-group	0	0%
	b. Out-group	20	54.1%
3	Stereotype Salience		
	a. In-group	0	0%
	b. Out-group	6	16.2%
4	Evaluative Scrutiny		
	a. In-group	0	0%
	b. Out-group	4	10.8%
TOTAL		37	100%

Among all the analyzed linguistic choices in *The Blind Side*, the researcher identified the situations that lead to stereotype threat. Table 3 above clearly showed that each situation had different percentages. Among four situations that led to stereotype threat, all of the situations were experienced by most of the characters in the movie. The most-often appearing situation is minority status. It occurred 20 times in out-group stereotype out of the total of 37 occurrences. In other words, from the total 100%, its percentage is 54.1%.

After that, group identity salience, the second most-often appearing phenomenon, happens twice in out-group stereotype and 5 times in in-group stereotype; each percentage is 5.4% and 13.5%. Following this phenomenon, stereotype salience comes as the third most-often appearing phenomenon. It only

happens in out-group stereotype 6 times. This way, this phenomenon has 16.2% of the total percentage. Finally, the least appearing phenomenon is evaluative scrutiny. Its number of occurrence is only four. This way, its percentage is 10.8%.

B. Discussion

As stated in the Chapter 1, this research has two objectives to accomplish; they are the linguistic choices reflecting stereotype and the situations that lead to stereotype threat in the film *The Blind Side*. This part presents more detailed and elaborated interpretations that can be derived from the data of the linguistic choices in the film *The Blind Side* by presenting some examples for each phenomenon.

1. Linguistic Choices Reflecting Stereotypes

The explanation of this section is divided into five categories: descriptive action verbs, interpretive action verbs, state verbs, adjectives, and noun as group categories.

a. Descriptive Action Verbs (DAVs)

Descriptive action verbs were the most real terms and used to express a description of a single, observable event and preserve perceptual features of the event. DAVs did not refer to psychological states. They referred to one particular activity or specific context or situation and to physically invariant feature of the action. The action had clear beginning and ending. In general, these verbs did not have positive or negative meaning.

There were nine data of this category consisting of two data or 5.4% in the form of in-group and seven data or 18.9% are in the form of out-group category. The following three examples from the movie give further description of Descriptive Action Verbs (DAVs) in out-group and in-group categories. Data (4: 01) – (4: 02) are the examples of out-group stereotype, in which white people stereotype black people.

(4: 01) (SEAN TUOHY)

In case you haven't noticed he doesn't have much to say.

What's the big deal?

It's just for one night, right? It is just one night, right?

Leigh Anne?

(LEIGH ANNE TUOHY)

You don't think he'll **steal** anything, do you?

(SEAN TUOHY)

I guess we'll know in the morning. (LCRS 6/00:24:17)

Datum (4: 01) showed the linguistic choice categorized as DAVs in the bold word. In the conversation above, Sean Tuohy asked his wife, Leigh Anne Tuohy that Michael Oher whether will stay at their house for only one night. They suspected Michael had a plan to do something bad in their house. The word *steal* above implied that black people are close to the bad attitude images. It can be applied as DAVs because *steal* was an action that involved the hands as a physically invariant feature to take something. Another example of DAVs is shown in the following datum.

(4: 02) (LEIGH ANNE TUOHY)

Yelling at him doesn't work, Bert. He doesn't trust men. In his experience they pretend to care about 'til they disappear.

(BERT COTTON)

Wanna run the play? (LCRS21/01:11:14)

The conversation above happened when Michael and his football team had exercise in the field coached by their gymnastic teacher, Bert Cotton. However hard Michael showed his skill in football is, the coach would always treat him differently from other players. Bert Cotton talked to Michael by shouting at him out loud. This situation was actually based on Michael's social background as a black boy. The word 'yelling' is categorized as DAVs since it involved the mouth as a physically invariant feature to yell at somebody else. It also has a clear beginning and end as an action word.

In addition, there was an example of DAVs that reflect stereotype in in-group category in which the black people stereotyped other blacks. This phenomenon happened because someone's status in certain community would affect the entire social life there. This phenomenon was also well portrayed in the datum below.

(4: 03) (DAVE)

Hey, man, just don't go away now. Hey, sit down, man.
I'm just trying to find out little bit about your fine white sister.
Because I like me some mommy/daughter action.

(MICHAEL OHER)

Shut up.

(DAVE)
 Shut up? Who the hell is you telling to shut up?
 I will **bust** and cap your fat ass.
 And then drive east and pay a visit to your cracker Mom!
 And her sweet little daughter. (LCRS 36/01:52:32)

In the datum above, Michael met Dave, the leader of young black men gangster. Dave was joking about Michael's foster family and he planned to seduce Collins Tuohy. Actually, this situation made Michael so upset and he asked Dave to shut his mouth up. Dave was angry with Michael and threatened him by saying "I will bust and cap your fat ass". Dave has a power over other black people in Hurt Village so he could easily threaten Michael. The word *bust* here is an informal form of breaking something or human's bones. It is categorized as DAVs because to break something, literally, people need to involve their physical features like hands or feet.

b. Interpretive Action Verbs (IAVs)

IAVs referred to a multitude of behaviors or actions that have the same meaning but did not share an invariant physical aspect. These verbs were more abstract and give stable information about a person so that they referred to a general class of behaviors and did not preserve the perceptual features of an action. Moreover, many IAVs have positive and negative evaluative component. In this research, the researcher only found one phenomenon of IAVs experienced by the characters in *The Blind Side*.

(4: 04) (ELAINE)
Where exactly are you talking about?

(LEIGH ANNE TUOHY)
Alabama Street. Hurt Village.

(SHERRY)
Hurt Village - that sounds like a threat.

(LEIGH ANNE TUOHY)
You're not far off.

(SHERRY)
I think it might **hurt** me to go there. (LCRS 9/00:35:09)

The conversation took place in an expensive restaurant when Leigh Anne Tuohy told her friends that she just visited Alabama Street, Hurt Village, the place where Michael and other black people in Tennessee are living. Surprisingly, one of Leigh Anne's friends said that the place might *hurt* her, if she went there. The word *hurt* here had a connotative meaning that meant it would ruin Sherry's reputation as a rich white woman if she visited the Hurt Village. This is an out-group category stereotype, it is because white people generalized that the place where black people living is such a horrible place to visit.

The datum (4: 04) above showed that a single word could be interpreted as an idea of stereotype. The word *hurt* is coded as IAVs because it did not share physically invariant features but it is still preserved as a verb. Besides, the characteristic of IAVs is the verbs could be interpreted as negative or positive meaning regarding to the

context of situation. The word *hurt* here has a negative meaning because in the preceding utterance, Sherry said that Hurt Village sounds a threat.

c. State Verbs (SVs)

State verbs referred to mental and emotional states or changes into particular things. They described an unobservable emotional state and not a specific event or period. In addition, these verbs referred to psychological states. These verbs are usually used to express feeling and emotion.

(4: 05) (TONY HAMILTON)

I promise my mama Boo, on her deathbed that I'd get my son
Steven outta public school and into a church school.

(BERT COTTON)

I **appreciate** that, Tony.

But I'm not involved with admissions. (LCRS 2/00:06:20)

Datum (4: 05) was in the situation when Tony Hamilton met Bert Cotton in Wingate School. Tony Hamilton was Michael's foster father before he was adopted by Tuohy's family. In the beginning of the movie, Tony planned to send his son and Michael to Wingate School, in spite of the fact that Wingate is commonly a church school for white people. Tony asked Bert Cotton in purpose because he knew that Bert needed additional athletes for the football team. At first, Bert Cotton refused Tony's demand to put their children in Wingate by saying *appreciate* in a connotative intention. The reasons behind the rejection were because they are black and do not have enough money to pay the school fee.

In short, Bert Cotton had changed his mind after Tony said that he has a permanent job as a mechanic in Wilson's Auto and showed his own child and Michael's skill on everything related to the balls to Bert. Actually, Bert Cotton is a gymnastic teacher in Wingate School; therefore, he could easily be bribed by athletic skills. The word *appreciate* is chosen because it contains a connotative meaning. Ironically, Bert said "I appreciate" but he also refused to accept Tony's child and Michael as students in Wingate School. Instead of using a concrete verb to Tony Hamilton, Bert Cotton chose a state verb to express his feeling of refusal for students who are black and poor. As a teacher, he had to show his high respect to other people by choosing a proper word for refusal without hurting any feeling.

d. Adjectives (ADJs)

Adjectives are the most abstract category. The use of adjectives was to describe an actor's disposition. In other words, adjectives qualified the person to whom they referred. They did not express what a person did, felt or thought but what a person was like. Adjectives have no context and situation reference. However, they are highly interpretive. Datum (4: 06) is the example of in-group category of stereotype in which black people stereotyped other blacks. On the other hand, data (4: 07) – (4: 08) are the examples of out-group category of stereotype in which white people stereotyped blacks.

(4: 06) (LEIGH ANNE TUOHY)

This is it? If this is all you got, why's it say "Big and Tall" on the sign?

(SHOP MANAGER)

Big and Tall??

You need "**Bigger**¹ and **Taller**²."- Howl, if you need me.

(LCRS 7/00:33:17)

The conversation above took place in a shopping market for black people. Leigh Anne Tuohy invited Michael to buy new clothes for him because Michael only had two shirts to wear on everyday. Actually, Leigh Anne had trouble to find the right size for Michael. She asked the shop manager for other big and tall clothes but the shop manager said that Michael needed the bigger and taller one. The bold words above *bigger* and *taller* were effective to qualify Michael's body size. The shop manager talked in a sarcastic way. He offended Michael's body size which is different from other boys of the same age.

(4: 07) (SEAN TUOHY)

Hey, baby. There are a couple messages on the machine but I didn't check 'em.

(LEIGH ANNE TUOHY)

Alright.

(BOBBY)

Hey, Sean, hey, Leigh Anne,

It's cousin Bobby. Happy New Years!

Listen, I've had about five cold ones. So I'm...

I'm just gonna go ahead and ask...Ya'll know there's a **colored** boy in your Christmas card? (LCRS 11/00:46:46)

Datum (4: 07) presented another use of ADJs but in out-group category of stereotype. Welcoming Christmas and New Year, Tuohy's family invited a professional photographer to take a family picture that will be displayed on their Christmas cards. They would send the cards to all Tuohy's relatives and colleagues. Surprisingly, Leigh Anne's cousin called her to confirm about Michael's apparition in their Christmas card. Most of the Tuohy's relatives did not know about the adoption of Michael. So that was the reason why most of them are shocked when they looked at the card.

The word *colored* is commonly used by white people to assign black people's physical appearance. The meaning of *colored* here is not about the color itself, but it is closely related to the racial classification based on the skin color. The use of adjectives to qualify black people is quite sufficient to create a separation between them. The most frequent word coded as ADJs which are used to qualify black people can be seen in the following data.

(4: 08) (BETH)

Aren't you worried, I mean, even just a little?

He's a boy, a large, **black** boy, sleeping under the same roof.

(LEIGH ANNE TUOHY)

Shame on you.

I've got this. (LCRS 15/00:48:42)

(4: 09) (JIMMY'S DAD)

Damn, that ain't fair!

They got a **big**¹ **old**² **black**³ bear playing for 'em!

(LEIGH ANNE TUOHY)

Eyes forward, SJ! Sticks and stones.

Sticks and stones! Come on! (LCRS24/01:13:39)

In reference to datum (4: 08), Beth, one of Leigh Anne Tuohy's best friends, asked Leigh Anne about living under the same roof with a black boy. It is because she had a beautiful daughter that might be seduced by Michael. The word *black* is used to emphasize the racial classification of black people. Beth argued that white people cannot live together with black people because they were close to bad behavior. Actually, in white people's point of view, most of the black people are associated with criminality especially those who live in the slum area.

The similar *black* is also found in datum (4: 09). This word is uttered by Jimmy's father when Michael was playing for his prime football match outside his hometown, the Hurt Village. During the game, Jimmy's father was always yelling at Michael in an unkind way. Using not only *black*, he also used some words that qualify Michael's appearance with a negative meaning. Jimmy's father was a white man. He thought the existence of Michael in that game was a threat for all player because Michael was the biggest and the only black player. After all, the use of multiple adjectives to mark people's characterization in an unkind way is categorized as insulting.

e. Noun as Group Categories (NGCs)

Under certain conditions nouns can also qualify a person. These can be the case when a noun referred to a mentioned person. NGCs are used to assign a person to a noun category which involved an abstract concept that immediately and simultaneously conveyed an entire organized cluster of descriptive features. This kind of linguistic choices held the highest rank in the findings since most of the characters in the movie often used nouns to assign and label another group.

(4: 10) (SEAN TUOHY)

So much for home field advantage.

(LEIGH ANNE TUOHY)

You ever seen so many **Rednecks** in one place?

(SJ/SEAN JUNIOR)

NASCAR, not even close. (LCRS 22/01:13:08)

Stereotype also happened between white people to other white people in certain conditions. As portrayed in datum (4: 10) above, Leigh Anne Tuohy stated “there are so many Rednecks in one place”. The conversation above happened when Tuohy’s family came to watch Michael’s football match. Actually, the match was held in rural areas, where there were so many white people who worked as farmers. Sean Tuohy also stated that the land was so much potential for business in the property ladder.

In fact, the term *redneck* is previously referred only to the rural white people, mostly farmers, who had reddish necks (or a farmer's tan). However, its usage had

become slightly diminished and now it included any stereotype of white people. In this condition, Tuohy's family is categorized as white people with a higher status in the society than the other white people who work as farmers. Thus, they simply called other white people there as rednecks.

(4: 11) (BETH)
You just looked teeny-tiny next to him. Right?
Like Jessica Lange and **King Kong**.

(SHERRY)
Hey, does Michael get the family discount at Taco Bell? Because if he does Sean's gonna lose a few stores.

(LEIGH ANNE TUOHY)
He's a great kid. (LCRS 12/00:46:58)

Datum (4: 11) displayed Beth's response when she looked at Leigh Anne's Christmas card. Michael was also there. She did not hesitate to say that Michael was look like a King Kong. Actually, King Kong was a fictional giant ape that referred to Michael's physical appearances. White people were easily assigning black people with animal terms. They considered themselves as the good and the perfect one. The use of 'King Kong' term might be inspired by the *King Kong* movie itself. In the movie King Kong was brought to the town from his jungle home and taken care by a white woman.

The story is quite similar to Michael's life. He was found by Tuohy's family after he ran away from his earlier foster parents, Tony Hamilton. Besides, Michael got his own room which he never had before. He owned a car and had a private tutor at home to improve his knowledge in order to join his favorite football team. Finally,

he is officially agreed as a Tuohy's family member after his long journey to pursue an appropriate life.

Another example of the use of NGCs is presented in the following datum.

(4: 12) (JIMMY)
Biggie¹, me and you. Me and you, **biggie**².
 One more time. Here we go!

(BERT COTTON)
 Alright, we got to cut back!
 We got to cut back!
 Come on. Let's go! (LCRS 31/01:17:55)

In datum (4: 12) above, Jimmy, an opposite football player, showed his dislike toward Michael by calling him with a nickname *biggie* twice. *Biggie* was a special term created by white people to mark black people. It was actually a nickname of an African American popular rapper, Christopher George Latore Wallace. He was nicknamed Biggie because of his being overweight. On the one hand, Jimmy nicknamed Michael as *biggie* because Michael has a very large body posture. On the other hand, Jimmy was intended it to humiliate Michael in front of other football players.

An example of out-group stereotype in which black people stereotyped white people is presented in the following.

(4: 13) (ALTON)
Snowflake.
 Oh, that's Big Mike, man.
 Oh, Big Mike is in the house!
 Big Mike! Where you been?!
 And who's that fine thing that driving you around likes Ms.Daisy?

(DAVE)

You need to let me buy you knew snickers, man.

I'll take care, you know. I run this over here and the whole Village, baby. Got it? (LCRS8/00:30:44)

In datum (4: 13) above, Leigh Anne Tuohy drove Michael to Hurt Village to see his mother. As there were many bad black boys around the Hurt Village, Michael asked Leigh Anne to not leave the car while Michael met his mother. After Michael left the car, one of the bad boys stared at Leigh Anne and called her *Snowflake*. It was Alton who nicknamed Leigh Anne as *Snowflake* to express his stereotype toward a white woman. Actually, the term *Snowflake* was firstly used in the movie *Bones* for a black man's white woman. Since that time, the term *Snowflake* was commonly used by black people, especially the men, to insult the white women because it contained a negative meaning.

2. Situations that Lead to Stereotype Threat

Stereotype threat is a problem that pervades American life recently since it is potentially contributing an unpleasant factor to long-standing racial and gender gaps in academic and daily activities performance. There are four situations that lead to stereotype threat, i.e. group identity salience, minority status, stereotype salience, and evaluative scrutiny. The data findings showed that most of the characters in the movie experienced all situations that lead to stereotype threat. The explanations as well as examples for each phenomenon are presented as follows.

a. Group Identity Salience

A situation when there is someone in a particular ethnic community who become the stereotypical representation of his/her ethnic group's image. Group identity theory referred to groups where there was an established social community and in-group stereotypes. People identified themselves with their group to enhance their social identity and maintain self-esteem. In fact, group identity salience was mostly happening in in-group category of stereotype because everyone needed to be recognized and to look salient rather than the other people in the same group. One example is as follows.

(4: 14) (BIG TONY'S WIFE)

Why should he always stay in our home?
He's gonna **eat** all our food.

(BIG TONY)

This is not true. I try to be Christian about the son, alright?

(BIG TONY'S WIFE)

Let somebody else be Christian about this kid.
I just want to be with you! (LCRS 3/00:11:44)

Datum (4: 14) above showed that people in the same group did not hesitate to give unfair treatment to people who actually have the same origin. Big Tony's wife was a black woman. She hated Michael very much because he came from the broken family and his mother was a drug addict. Besides, the wealth status was also the reason to make a clear separation between Big Tony's wife and Michael. The word *eat* was to emphasize that Michael was a parasite in her home. She asked her

husband, Big Tony, to throw Michael out of their house. Michael heard all the conversation between Big Tony and his wife. He decided to leave Big Tony's house in the morning. Someone who experienced this situation would automatically conform to fit this negative stereotype. He or she would feel so excluded and alienated from their own group.

In addition, the group identity salience situation that leads to stereotype threat is also found in in-group category of stereotype between the white people as mentioned in Leigh Anne Tuohy's utterance.

(4: 15) (LEIGH ANNE TUOHY)

You! **Deliverance!** You see number 74? Well, that's MY son.
(LCRS 35/01:20:22)

The word *deliverance* above referred to a white man who also watched Michael's football match and he was always mocking about Michael's appearance. The term *deliverance* was commonly used by white people to stereotype other white people. It had a similar meaning to the term *redneck* which means backwoodsmen (persons with a subordinate status in society). Actually, blatantly saying about people's identity in front of other people would affect to their self-reliance. It is proven when Leigh Anne said *deliverance* straight to that white man, and then he spontaneously stopped yelling and bowed his head in silence.

(4: 16) (MRS BOSWELL)

He threw this in the trash can.

"I look and I see **white**¹ everywhere:

White² walls, **white**³ floors, and a lot of **white**⁴ people.

The teachers do not know I have no idea of anything they are talking about. I do not want to listen to anyone, especially the teachers.

They are giving homework and expecting me to do problems on my own.

I have never done homework in my life. I go to the bathroom, look in the mirror and say,

"This is not Michael Oher."

He entitled it "**White**⁵ Walls."

(SARCASTIC TEACHER)

How's the spelling? (LCRS 5/00:13:57)

Michael was always writing a letter to express his feeling then threw it out in the trash can after the class. One day, Mrs. Boswell, a very kind teacher, found his letter and read it out to other teachers to show them that Michael was not a stupid student. Michael entitled his letter as *White Walls*. Through the letter, he expressed his uncomfortable feeling when white people were surrounding him. The *White Walls* can be interpreted as a threat for Michael because white people in his point of view were cruel people. This situation happened in out-group category of stereotype. Michael generalized his perspective about white people and made a clear separation between them because he felt intellectually inferior especially in the class. Some teachers thought that Michael was stupid and cannot survive in white school and the other students.

b. Minority Status

Minority status can be described as a situation when there was a subordinate group whose members experienced a narrowing of opportunities (success, education, wealth, etc) and have significantly less control or power over their lives than members of a dominant or majority group. This category held the highest rank as the situation that leads to stereotype threat. In fact, the black characters in the movie that were stereotyped by white people experienced this situation.

People, who lived in multiethnic society and receive fewer of the society's rewards especially to their physical and cultural traits, were extremely potential to experience the stereotype threat. The examples of the situation are presented as follows.

(4: 17) (LEIGH ANNE TUOHY)

Michael, do you remember when we first met we went to that **horrible** part of town to buy those dreadful clothes? And I was a little bit scared and you told me not to worry about, because you had my back.

Do you remember that? (LCRS19/01:10:00)

The word *horrible* stated by Leigh Anne above was to describe how unpleasant and frightening the place where the black people live is. Black people lived in a slum area close to the criminal activities. White people lived separately from black people in Tennessee, where the movie is taken place. However, white people can easily visit the town where black people live whereas black people were prohibited to enter white people's areas. Another example of minority status can be seen in the following datum.

(4: 18) (JIMMY'S DAD)

That's my boy, Jimmy! Number 66!
Kicking that **blue gum**'s ass.

(LEIGH ANNE TUOHY)

Hey crotch mouth!

Yeah, you! Zips it or I'll come up there zip it for ya!

(LCRS30/01:16:28)

Datum (4: 18) above clearly showed that the existence of a black player in the midst of white players would lead to a friction between them. As the minority in the field, Michael had received an unpleasant treatment from Jimmy's father the white man calling Michael with a nickname *blue gum*. Actually, it had a similar term to a Dracula. In this case, the Dracula was a black one. It was an old myth that if one was bitten by a nigger with blue gums, he/she would die.

Actually, Jimmy's father did that thing to make Michael down in purpose. He humiliated Michael in front of other spectators and football players. He felt threatened because Michael was skillful in football so his son's team would lose the game. White people who stereotyped black people tend to use a certain term that contains a negative meaning in order to make them look salient than other groups. Another unfair treatment is also experienced by Michael during his football match. This time, he got that dreadful experience from the referee of the game.

(4: 19) (BERT COTTON)
 Hey! Hey!
 Raf! Are you gonna do something about this?!
 He just **kicked** my boy in the head and cussed him!
 (LCRS33/01:18:27)

Michael had just got a kick in his head from the opposite player when he fell headlong on the ground in front of the referee and his couch, Bert Cotton. Because of the physical violence, Bert asked the referee to give the penalty to the player who kicked Michael's head. Surprisingly, the referee remained silent and did nothing because Michael is black. The referee actually in favors with another team which all the players were white people. Being inferior was never easy when the superior side always gives tension to make the subordinate group become less powerful in society.

(4: 20) (JIMMY)
 Here we go. Look at this big **bull** we got right here.
 Coming after you! Coming after you! All night. All night.

(BERT COTTON)
 Don't let him get through, Oher! Come on, son!
 (LCRS27/01:14:21)

The word *bull* from Jimmy's utterance above is referred to Michael. Basically, white people were having an idea of black people' images as brutal and criminal. Otherwise, white people often used the term of animal to mark black people. Stereotype can be a threat for everyone from any races significantly the minority group because most of the concepts or ideas that people created about someone or something were wrong. The negative stereotype would affect someone's personality when he/she confirmed that wrong fixed idea of stereotype.

Eventually, minority status became the most influential situation that led people to stereotype threat because those who were unfairly treated by the superior group experienced self-reliance degradation. Besides, the separation between any races would be more prominent, whether in the dominant group and subordinate group. When physical and cultural traits of the subordinate group were emphasized, in fact, their personal identity will be disrupted. Those facts were leading them to experience stereotype threat.

c. **Stereotype Salience**

In everyday social interaction, people tend to categorize other people based on their self-categorization and social status. In the United States, for example, racial groups are linked to stereotypes or generalizations such as being good at math, athletics, dancing and so forth which are actually wrong. Based on the data finding, the six occurrence of this situation are in out-group stereotype. Three of them can be seen in the following data.

(4: 21) (STEVEN)
Hey, Big Mike! Check it out.
Not even locked!

(MICHAEL OHER)
White people are **crazy**. (LCRS1/00:05:49)

In the beginning of the movie, Michael and Steven went to the white school for the first time. They were amazed when they looked at a trolley containing many basket balls and those were not even locked. They could easily play the balls without

asking for permission from the gymnastic teacher or other teachers. Actually, this situation never happened in their school, remembering the fact that many students from the lower class of society must be stealing the balls. When Steven told Michael that the basket balls in the trolley were not even locked, Michael responded to it by stating “white people are crazy”.

Black people stereotyped white people as smart, rich, and better in professional jobs. However, Michael’s statement about white people who were crazy is his personal generalization that actualized how white people looked like. He considered that all white people were lack of sensibility. The word *crazy* here also meant as the arrogance of white people who never felt losing a ball. The generalization of the idea of someone or something which is always wrong could cause him/her to experience the manifestation of stereotype threat.

(4: 22) (DAVE)
 Hey, man, just don't go away now. Hey, sit down, man.
 I'm just trying to find out little bit about your fine white sister.
 Because I like some mommy/daughter action.

(MICHAEL OHER)
 Shut up.

(DAVE)
 Shut up? Who the hell is you telling to shut up?
 I will bust and cap your fat ass.
 And then drive east and pay a visit to your **cracker** Mom!
 And her sweet little daughter. (LCRS37/01:52:32)

In datum (4: 22) above, the bold word *cracker* stated by Dave, the leader of young black man gangster, was referring to Leigh Anne Tuohy. The use of the term

cracker was intended to assign how white women looked like in his point of view. In fact, this term was said to have originated in England before the 16th century, referring to the lower class whose diet primarily consisted of crackers, which are actually biscuits. Many of their descendants were sent to the Georgia penal colony, hence *Georgia crackers*. White people had invented this name for themselves before the first slave was brought to America, although it is still in use today by mostly older black people to refer to white people.

Dave's perspective about tiny white women was always associated with the term *cracker*. The characteristics of cracker which are flat, thin and easy to break would be appropriate to connect to the tiny white women. Actually, Leigh Anne Tuohy became the single representative of the stereotype of tiny white women. This situation might harm her personal identity because this idea of stereotype was come up from the subordinate group.

Another example of situation that led to stereotype threat in term of stereotype salience can be seen in the following conversation.

- (4: 23) (LEIGH ANNE TUOHY)
 Be honest with me, okay?
 Is Michael being here making you uncomfortable?
- (COLLINS TUOHY)
 - It's fine.
 I mean, you can't just **throw** him **out** on the street.
 (LCRS16/00:48:42)

There was a family discussion between Leigh Anne Tuohy and his lovely daughter after Leigh Anne was provoked by her colleagues about a black boy

existence in her house. Leigh Anne asked her daughter to convince that everything went well since Michael became their new family member. Collins said that everything was going right, but ironically she also stated that her mother might not easily throw Michael out on the street. Collins' statement was intended to test her mother whether she was willing to let Michael become a homeless again or he would stay at their house.

Stereotype salience was interpreted as a situation when the wrong concept of someone who became into the single representative of stereotyped group. In fact, the word 'throw *sb* out' implied a negative meaning like insist Michael to leave Tuohy's house and send him out to the street. At the first time, as the only black boy in the house, he was treated differently from other house-holders. It was because Tuohy's family thought that black people did not hesitate to commit criminal activities and physical violence otherwise they came to the conclusion that Michael would do the same things.

d. Evaluative Scrutiny

When someone believed that his or her ability in a stereotypic domain will be evaluated by the superior group of society could create a strong sense of stereotype threat. Based on the data findings, the four occurrence of this situation were in out-group stereotype. Two of them can be seen in the following data.

(4: 24) (BERT COTTON)

Well at least he'll look good coming off the bus.
They'll be terrified 'til they realize he's a marshmallow.
Looks like **Tarzan**¹, plays like **Jane**².

(LEIGH ANNE TUOHY)

Gimme a minute, Bert. (LCRS18/01:09:47)

The example of the manifestation of evaluative scrutiny situation was well portrayed in datum (4: 24) above. Based on the analysis of data findings in this research, Michael was the most potential character who experienced the manifestation of stereotype threat. This phenomenon can be happened because Michael became the numerical minority of black people' stereotypes. Furthermore, it made Michael felt that he could not survive to live in multicultural society. His lower educational background caused him in trouble while studying in white people school.

Michael was very talented in sports. His body posture fitted to be a basketball or football athlete. However, at the first time his gymnastic teacher, Bert Cotton, underestimated his way of playing football. Bert Cotton always gave hard pressure when he taught Michael in the field. He qualified Michael's body appearance like *Tarzan* and his way of playing like *Jane*. In fact, this situation could really make Michael attach in the negative idea of *Tarzan and Jane* because his ability in football was blatantly evaluated by the couch who actually white man and came from the superior group. According to theory of evaluative scrutiny, someone performed worst when his/her ability was evaluated by the dominant group.

Another example of evaluative scrutiny situation that led to stereotype threat can be seen in the following datum below.

(4: 25) (SARCASTIC TEACHER)

Well, the **big** kid's been here for a month he's still not cutting in my class.

(LITERATURE TEACHER)

Why this Admission do this? I mean, it's not fair to us or the boy just setting him up to fail.

I don't think, he has any idea what I'm teaching

(LCRS4/00:13:30)

One of the teachers in Wingate School always doubted about Michael's academic performance in the class since Michael never did his homework and failed in every examination. The teacher thought Michael was stupid and different from other white students in the class. He told other teachers that Michael would never survive in any class. He used the word *big* to emphasize the stereotype of black people who have big body but stupid. The word *big* here was referring to Michael. An unfair treatment that Michael received as the only black student in the class was very potential to set him down and harmed his self-confidence especially in academic performance.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having analyzed the phenomena of stereotype threat in John Lee Hancock's *The Blind Side*, the researcher can draw some conclusions as follows:

1. There are five categories system of linguistic choices found in the object of the research i.e. Descriptive Action Verbs (DAVs), Interpretive Action Verbs (IAVs), State Verbs (SVs), Adjectives (ADJs), and Noun as Group Categories (NGCs). Those categories are in the form of words containing issues of the phenomena of stereotype that happen either in in-group or out-group society. The first most-often appearing phenomenon is Noun as Group Categories (NGCs). It occurs as many as 3 times in in-group category and 12 times in out-group category out of the total of 37 occurrences. NGCs get a greater occurrence because 'nouns' are mostly used by the characters in the movie. The use of nouns can be an effective way to mark or label people who were stereotyped. Besides, nouns are rich enough of characterization and more imaginable.

In addition, ADJs as the second most-often appearing words are less significant to assign the stereotyped group because stereotyping a group by their disposition is quite difficult. On the other hand, Descriptive Action Verbs (DAVs), get smaller occurrence since it only happens as a reference to

a single specific event. Meanwhile, the other categories of linguistic choices reflecting stereotype are Interpretive Action Verbs (IAVs) and State Verbs (SVs). Both of them get the smallest occurrence since the abstract words are less representative to convey the intention of stereotype. Furthermore, most of linguistic choices reflecting stereotypes found in this movie are in the out-group category of stereotype. It implies that racism affects the characters to stereotype another group rather than their own group.

2. Regarding the situations that lead to stereotype threat, there are four classifications of the situation i.e. group identity salience, minority status, stereotype salience, and evaluative scrutiny. In revealing these situations, however, the researcher looked up the analysis of the use of linguistic choices in the characters' conversations. The data findings showed that most of the characters in the movie experienced all situations that lead to stereotype threat. From the total data of 37 on linguistic choices that reflect stereotype and situations that lead to stereotype threat, minority status holds the highest rank. It occurs as many as 20 times in out-group category. Its percentage is 54.1% from the total 100%. Minority status gets a greater occurrence because people who live in a multicultural society and they receive fewer of the society's rewards especially to their both physical appearance and cultural traits, are really potential to experience the stereotype threat. On the other

hand, group identity salience ranks as the second highest, followed by stereotype salience as the third, and the fourth is evaluative scrutiny.

B. Suggestions

Based on the results of this research, some suggestions can be proposed to the following parties:

1. English Teachers

They need to put more attention and time allocation for the study of sociolinguistics in the real field, especially related to stereotype. This is important because sociolinguistics is the study of the relationship between language and society, then stereotype is closely related to the social situations. As a result, the students not only get theoretical knowledge but also directly practice in the real field. This enables the students to get an effective and efficient way in learning about society and language.

2. English Students

They have to be more aware and should recognize about the phenomena of stereotypes in their social community and also know how to analyze it. Based on this analysis, the researcher knows that learn about a multicultural society through language in order to avoid the multiethnic gap in daily social life is really important. In addition, they are suggested to build more spirit to

bring stereotypes as their main topic to be discussed, in order to enlarge the references dealing with this topic in linguistic field.

3. Other Researchers

This research focuses on identifying the linguistic choices reflecting stereotypes, and presenting the situations that lead to stereotype threat in a multicultural society based on the situation in *The Blind Side*. There are other problems e.g. factors of stereotype shaping and consequences of stereotype threat which are not analyzed in this research. Hopefully, the future researchers can conduct a research related to those problems.

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APPENDICES

Appendix 1. Data Findings of Linguistic Choices Reflecting Stereotype and the Situations that Lead to Stereotype Threat Experienced by the Characters in *The Blind Side*

Notes

LC1	: Linguistic Choices number 1
00:01:59	: Hour: -; Minute: 01; Second: 59
DAVs	: Descriptive Action Verbs
IAVs	: Interpretive Action Verbs
SVs	: State Verbs
ADJs	: Adjectives
NGSs	: Noun Group Categories
GIS	: Group Identity Salience
MS	: Minority Status
SS	: Stereotype Salience
ES	: Evaluative Scrutiny

Code	Data	Context of Situation	Linguistic Choices Reflecting Stereotype					Types of Stereotype		Situations that Lead to Stereotype Threat				Explanation
			DAVs	IAVs	SVs	ADJs	NGCs	In-group	Out-group	GIS	MS	SS	ES	
LCRS1/ 00:05:49	<p>(STEVEN) Hey, Big Mike! Check it out. Not even locked!</p> <p>(MICHAEL OHER) White people are <u>crazy</u>.</p>	Steven asks Michael to play basketball with him. Steven and Michael are black boy. They are amazed since the balls in the trolley are not even locked in the public area. In fact, they are in the white people school. So that's why Michael said that white people are crazy.				√			√			√		Crazy means not sensible. Since white people are stereotyped as rich people, so they will not suffer from a loss of a ball. It is categorized as out-group stereotype because it happens between two different groups in which black people stereotype white people. Besides, It can be said as stereotype salience since black people are subtly stated the White people are crazy people. They generalize the stereotype that all white people are crazy based on the limited facts.
LCRS2/ 00:06:20	<p>(TONY HAMILTON) I promise my mama Boo, on her deathbed that I'd get my son Steven outta public school and into a church school.</p> <p>(BERT COTTON) I <u>appreciate</u> that, Tony. But I'm not involved with admissions.</p>	At the first time, Coach Bert won't accept Steven and Michael to become Wingate's student since he thought that Big Tony doesn't have enough money and they are black people.			√				√		√			The word 'appreciate' is categorized as state verbs because it refers to mental and emotional verb. However, the word 'appreciate' is ironic because the meaning of 'appreciate' is very different as what Big Tony expected. It is categorized as out-group stereotype because it happens between two different groups in which

Code	Data	Context of Situation	Linguistic Choices Reflecting Stereotype					Types of Stereotype		Situations that Lead to Stereotype Threat				Explanation
			DAVs	IAVs	SVs	ADJs	NGCs	In-group	Out-group	GIS	MS	SS	ES	
														white people stereotype black people. Further, as a minority group ethnic, black people become the single representative as a poor society that have not enough money to school in public school like the White people.
LCRS3/ 00:11:44	<p>(BIG TONY'S WIFE) Why should he always stay in our home? He's gonna <u>eat</u> all our food.</p> <p>(BIG TONY) This is not true. I try to be Christian about the son, alright?</p> <p>(BIG TONY'S WIFE) Let somebody else be Christian about this kid. I just want to be with you!</p>	Michael has been foster by Big Tony's family. However, Big Tony's wife dislikes Michael since she thought that Michael is so grabby and gonna eat all their foods.	√					√		√				The word 'eat' is categorized as a descriptive action verb since it refers to physically invariant feature. It involves the mouth to take the food and the teeth to swallow. It can be said as in-group stereotype because it happens to people in the same ethnic group. It is usually based on the people' status in society. It is categorized as group identity salience since Big Tony's wife separated Michael to make her look salient and maintain the self-esteem.

Code	Data	Context of Situation	Linguistic Choices Reflecting Stereotype					Types of Stereotype		Situations that Lead to Stereotype Threat				Explanation
			DAVs	IAVs	SVs	ADJs	NGCs	In-group	Out-group	GIS	MS	SS	ES	
LCRS4/ 00:13:30	<p>(SARCASTIC TEACHER) Well, the big kid's been here for a month he's still not cutting in my class.</p> <p>(LITERATURE TEACHER) Why this Admission do this? I mean, it's not fair to us or the boy just setting him up to fail. I don't think, he has any idea what I'm teaching</p>	One of Michael's teachers always doubting about Michael's academic performance in the class since Michael never do his homework and always fails in his examinations. He thought Michael is stupid and different with other students in the class.				√			√				√	The word 'Big' here emphasizes the stereotype of black people who have big body but stupid. Big is categorized as adjective since it qualifying someone' characteristics. It categorizes as evaluative scrutiny because Michael is the only Black in his class. He is the one who never do the homework and other tasks. Some teachers are really upset about his odd predicaments. That's why they want to send Michael to another school.
LCRS5/ 00:13:57	<p>(MRS BOSWELL) He threw this in the trash can. "I look and I see white¹ everywhere: White² walls, white³ floors, and a lot of white⁴ people. The teachers do not know I have no idea of anything they are talking about. I do not want to listen to anyone, especially the teachers. They are giving</p>	During the class Michael writes something about his feeling toward white people. He repeats the word 'white' as many as five times. Michael purposefully entitles his letter with White Wall since he feel there are a separation between him and other white kids in his school.				√			√	√				It indicates that he feels uncomfortable with everything related to 'white'. People who stereotype tend to use a specific term instead of proper name or actual name. It is categorized as out-group stereotype because it happens between two different groups in which black people stereotype white people. It is categorized as group identity salience because Michael feeling

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	<p>homework and expecting me to do problems on my own. I have never done homework in my life. I go to the bathroom, look in the mirror and say, "This is not Michael Oher." He entitled it "White⁵ Walls."</p> <p>(SARCASTIC TEACHER) How's the spelling?</p>													worse especially in academic performance. The existence of white people is a threat for Michael. Wherever he is.
LCRS6/ 00:24:17	<p>(SEAN TUOHY) In case you haven't noticed he doesn't have much to say. What's the big deal? It's just for one night, right? It is just one night, right? Leigh Anne?</p> <p>(LEIGH ANNE TUOHY) You don't think he'll <u>steal</u> anything, do you? (SEAN TUOHY) I guess we'll know in the morning.</p>	At the first time Leigh Anne meets Michael, she thought that Michael is going to steal at her house.	√						√			√		The word 'steal' is categorized as descriptive action because it refers to physically invariant feature, in which using hand to take something without permission. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Being minority, in fact, black people's images are associated with bad attitudes such as drug selling, prostitution, and

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														other high crimes. White people sometimes generalize these images to all black people.
LCRS7/ 00:33:17	<p>(LEIGH ANNE TUOHY) This is it? If this is all you got, why's it say "Big and Tall" on the sign?</p> <p>(SHOP MANAGER) Big and Tall. You need "Bigger¹ and Taller²."- Howl, if you need me.</p>	<p>Michael and Leigh Anne go to the shop to buy some new clothes. In the shop, they ask for special size of clothes since Michael's body size is very large. Even though the shop manager is also a black guy, but his way talk to Michael is very sarcastic.</p>				√		√		√				<p>The words 'bigger' and 'taller' are adjectives, they used to qualifying Michael's body size. As a matter of fact, it is categorized as in-group stereotype because it happens to people in the same ethnic group. It is usually based on the people' status in society in which the shop manager status is higher than Michael. A sarcastic remark could make people feel threatened, especially their personal identity of group belonging.</p>

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LCRS8/ 00:30:44	<p>(ALTON) <u>Snowflake.</u> Oh, that's Big Mike, man. Oh, Big Mike is in the house! Big Mike! Where you been?! And who's that fine thing that driving you around likes Ms. Daisy?</p> <p>(DAVE) You need to let me buy you knew snickers, man. I'll take care, you know. I run this over here and the whole Village, baby. Got it?</p>	Leigh Anne drove Michael to meet his mother in the Hurt village. They met a group of black young men in the street. They called Leigh Anne as Snowflake. However, this term has negative meaning.					√		√			√		People who stereotype tend to use a specific term instead of proper name or actual name. The term 'Snowflake' used in the movie "Bones" for a black man's white woman. Since that time, the term 'Snowflake' is commonly used by the black people (esp. men) to insult the white women because it has a negative meaning. It is categorized as out-group stereotype because it happens between two different groups in which black people stereotype white people. Marking out someone with specific term containing negative meaning can reduce people's confidences in public. Moreover, it happens across people from different culture.

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LCRS9/ 00:35:09	<p>(ELAINE) Where exactly are you talking about?</p> <p>(LEIGH ANNE TUOHY) Alabama Street. Hurt Village.</p> <p>(SHERRY) Hurt Village - that sounds like a threat.</p> <p>(LEIGH ANNE TUOHY) You're not far off.</p> <p>(SHERRY) - I think it might <u>hurt</u> me to go there.</p>	Leigh Anne talks to her friends that she just visited Hurt Village, a place where Michael and other black people living in. One of Leigh Anne's friends says that the place will 'hurt' her, if she goes there.		√					√		√			The word 'hurt' is coded as interpretive action verb because it refers to multitude action that does not shared invariant physical aspect. It implies a sarcastic meaning that meant it hurts her reputation as a rich white woman. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. As a minority group, black people are separated from the white people. Black people are living in ghettos area apart from the white people. Therefore, if the white people go there, it will ruin their reputation.

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LCRS10/ 00:36:24	(LEIGH ANNE TUOHY) Michael, do you want to stay here? Because... if you want to stay here for a while longer. I can find some time to figure out a bedroom for you. Because look at this, you've <u>ruined</u> a ten thousand dollar coach. You want to stay here, Michael?	While living in Tuohy's house Michael had sleeping on an expensive coach because there is no room for him. Apparently, that expensive couch is broken. It is caused by Michael's super-size body.	√						√			√		Black people are stereotyped as the origins ethnic group who has extra-large body. Because of his large body, Michael has ruined Leigh Anne's expensive couch. The word 'ruined' is coded as DAVs because it involved an invariant physical aspect. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people.
LCRS11/ 00:46:46	(SEAN TUOHY) Hey, baby. There are a couple messages on the machine but I didn't check 'em. (LEIGH ANNE TUOHY) Alright. (BOBBY) Hey, Sean, hey, Leigh Anne, It's cousin Bobby. Happy New Years! Listen, I've had about	Leigh Anne sends a Christmas card to her cousin, Bobby. In fact, Bobby is really surprised because there is Michael apparition on it. Then, he calls Leigh Anne and confirms that there is a colored boy in Tuohy's Christmas card.												The term 'colored' is coded as ADJs because it qualifying Michael's physical appearances. It is commonly used by white people to call black people because they have different skin color. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. There are many terms created by white people to insult the minority group, black

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	five cold ones. So I'm... I'm just gonna go ahead and ask... Ya'll know there's a colored boy in your Christmas Card?					√			√		√			people.
LCRS12/ 00:46:58	<p>(BETH) You just looked teeny-tiny next to him. Right? Like Jessica Lange and King Kong.</p> <p>(SHERRY) Hey, does Michael get the family discount at Taco Bell? Because if he does Sean's gonna lose a few stores.</p> <p>(LEIGH ANNE TUOHY) He's a great kid.</p>	When Leigh Anne shows their family photograph to her friends, one of them says that Michael looks like a King Kong.					√		√		√			White people are quite often to use the term of animals to insult black people. Beth states that Michael's physical characteristics are similar to a King Kong. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. As the minority in society, black people are threat differently; white people equate them like animals.

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LCRS13/ 00:47:22	<p>(LEIGH ANNE TUOHY) He's gonna be eighteen in a few months. Doesn't really make much sense to legally adopt.</p> <p>(SHERRY) Leigh Anne, is this some sort of <u>white-guilt thing</u>? What will your daddy say?</p>	When Leigh Anna talks to her friends that she would legally adopt Michael as her child, Sherry is really shocked and states that legally adopted a black kid is same as a guilty and a shame.					√	√		√				The term ‘white-guilt thing’ here is a kind of a guilty at the past time when white people enslaved black people. Sherry thought that Leigh Anne wants to expiate her sin by adopted Michael as her child. In-group stereotype happens to people in the same ethnic group. It is usually based on the people’ status in society. It is categorized as group identity salience because Leigh Anne’s friends underestimated her of being foster parent.
LCRS14/ 00:48:24	<p>(BETH) Aren't you <u>worried</u>, I mean, even just a little? He's a boy, a large, black boy, sleeping under the same roof.</p> <p>(LEIGH ANNE TUOHY) Shame on you. I've got this.</p>	Beth warns Leigh Anne to be careful with Michael since he is a stranger and living with her under the same roof. Beth prejudices Michael will seduce Leigh Anne’s daughter, Collins Tuohy.				√			√		√			The word ‘worried’ is coded as ADJs because it qualifies about unpleasant feeling that might happen to Tuohy’s family. Actually, the black people’ images are associated with criminal and bad things. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Michael becomes the single

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														representative of his stereotyped group. Therefore, it is coded as minority status.
LCRS15/ 00:48:42	<p>(BETH) Aren't you worried, I mean, even just a little? He's a boy, a large, black boy, sleeping under the same roof.</p> <p>(LEIGH ANNE TUOHY) Shame on you. I've got this.</p>	Beth warns Leigh Anne to be careful with Michael since he is a stranger and living with her under the same roof. Beth prejudices Michael will seduce Leigh Anne's daughter, Collins Tuohy. Beth's prejudice is based only on physical characterizations. She generalizes black people as criminals.				√			√		√			The term 'black' is coded as ADJs because it qualifies people's psychological features. It is commonly used by white people to differentiate the African American people between their own races. They used this term not to indicate skin color but tend to separate their social status based on racial classification and segregation. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. The word 'black' defines the physical judgment.

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LCRS16/ 00:48:42	<p>(LEIGH ANNE TUOHY) Be honest with me, okay? Is Michael being here making you uncomfortable?</p> <p>(COLLINS TUOHY) - It's fine. I mean, you can't just <u>throw</u> him <u>out</u> on the street.</p>	Despite Tuohy's family is already accepted Michael as their new member family, however, they sometimes using an inappropriate word to discuss about Michael. Because of Michael is an African American so they can easily send him on the street.	√						√			√		The word 'throw <i>sth</i> out' implies a negative meaning like insist Michael to leave Tuohy's house and set him become a homeless again or refuse to accept him as a member of Tuohy's family. It is coded as DAVs because it involved an invariant physical aspect like body movement. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people.
LCRS17/ 01:09:47	<p>(BERT COTTON) Well at least he'll look good coming off the bus. They'll be terrified 'til they realize he's <u>a marshmallow</u>. Looks like Tarzan, plays like Jane.</p>	In the field, Michael's football couch considered Michael as a weak player.					√		√				√	The word 'marshmallow' is coded as NGCs since it refers to a person express what a person is like. The couch considered Michael like a marshmallow in which the characteristics of marshmallow are colored, light, and flaccid. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Besides, it

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														also coded as evaluative scrutiny because Michael is under situation where the couch give him an intensive evaluative to encourage his personality and his athletic ability. However, it does not work, it precisely threat Michael social identity as a black player in football team.
LCRS18/ 01:09:47	<p>(BERT COTTON) Well at least he'll look good coming off the bus. They'll be terrified 'til they realize he's a marshmallow. Looks like Tarzan¹, plays like Jane².</p> <p>(LEIGH ANNE TUOHY) Gimme a minute, Bert.</p>	The comparison between Tarzan and Jane toward Michael is a proof to say that Michael is not a good player in Crusaders football club. Actually, Michael's background is less than other players. He never taught how to play well in field; he just interests everything about ball. However, his couch stereotypes him as an unintelligent and unskillful football player.					√		√				√	<p>The use of the movie characters terms such as 'Tarzan' and 'Jane' to marking out Michael characteristic is categorized as evaluative scrutiny because the racial gap in athletic performance was evaluated by giving such judgment.</p> <p>It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people.</p>

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LCRS19/ 01:10:00	(LEIGH ANNE TUOHY) Michael, do you remember when we first met we went to that horrible part of town to buy those dreadful clothes? And I was a little bit scared and you told me not to worry about, because you had my back. Do you remember that?	Leigh Anne states that a town where the black people are living is a horrible place. It is associated with black people' images that are stereotyped as criminal and brutal. Some of them are living in smoke crack and slum areas.				√			√		√			Actually, the use of adjective is not only to qualify a person, it can be a place, an object, a situation, etc. the word 'horrible' is coded as ADJs because it qualifies a place where black people stay in. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. It is coded as minority status since it happens to those people who live in multiethnic society and receive fewer of the society's rewards especially cultural traits.

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LCRS20/ 01:18:00	<p>(LEIGH ANNE TUOHY) Michael, do you remember when we first met we went to that horrible part of town to buy those dreadful clothes? And I was a little bit scared and you told me not to worry about, because you had my back. Do you remember that?</p> <p>(MICHAEL OHER) Yes, ma'am.</p>	Leigh Anne states that a town where Black people are living is a horrible place. It is associated with black people's images that are stereotyped as criminal and brutal. Therefore, she feels insecure while in that town.				√			√		√			It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. It is coded as minority status since it happens to those people who live in multiethnic society and receive fewer of the society's rewards especially physical features.
LCRS21/ 01:11:14	<p>(LEIGH ANNE TUOHY) Yelling at him doesn't work, Bert. He doesn't trust men. In his experience they pretend to care about 'til they disappear.</p> <p>(BERT COTTON) Wanna run the play?</p>	Bert Cotton is getting angry toward Michael because his low performance while exercise in the field. Actually, Michael is the only black player in Crusaders team. That's why Michael was treated differently by his coach.	√						√				√	Bert always evaluating Michael's performance and yelling to him. Actually, it makes Michael under pressured and feels discomfort Therefore; it is coded as evaluative scrutiny. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people.

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LCRS22/ 01:13:08	<p>(SEAN TUOHY) So much for home field advantage.</p> <p>(LEIGH ANNE TUOHY) You ever seen so many <u>Rednecks</u> in one place?</p> <p>(SJ/SEAN JUNIOR) Nascar, not even close.</p>	While watching Michael's first football match, the Tuohy's family called other white people as a redneck.					√	√		√				<p>Actually, this term is previously referred only to the rural prejudice white people, mostly farmers, who have reddish necks (or a farmer's tan). However, its usage has become a lot looser and now includes any racist white.</p> <p>It is categorized as in-group stereotype, it happens to people in the same ethnic group. It is usually based on the people' status in society.</p>
LCRS23/ 01:13:19	<p>(JIMMY) Look at that fat ass. Hey, back on the field.</p> <p>(BERT COTTON) Let me go. Hold on.Listen up! Listen up! Don't let 'em get inside your head. Now, keep your focus. - You ready?</p>	Michael is the only black player in his team. He was threatened like a stranger and insulted by other player using dirty words.					√		√		√			<p>Black people are stereotyped as dirty people (physically) since they have black skin. That's why another player marking out Michael as a fat ass. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Being minority in multiethnic society is very risky. It can cause friction by people who have different opinions.</p>

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LCRS24/ 01:13:39	(JIMMY'S DAD) Damn, that ain't fair! They got a big¹ old² black³ bear playing for 'em! (LEIGH ANNE TUOHY) Eyes forward, SJ! Sticks and stones. Sticks and stones! Come on!	During the game, there is a spectator who actually is Jimmy's father who always saying improperly. He uses a lot of swear words to marking out Michael.				√			√		√			The use of multiple adjectives to marking out Michael's characteristics is categorized as insulting. Those adjectives have connotative meaning. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Being minority in multiethnic society is very risky. It can cause friction by people who have different opinions.
LCRS25/ 01:13:39	JIMMY'S DAD) Damn, that ain't fair! They got a big old black bear playing for 'em! (LEIGH ANNE TUOHY) Eyes forward, SJ! Sticks and stones. Sticks and stones! Come on!	During the game, there is a spectator who actually is Jimmy's father who always saying improperly. He uses a lot of swear words and animals' terms to marking out Michael characteristics.					√		√		√			Black people are stereotyped as brutal and criminal. Otherwise, white people use the term of animal to marking out black people. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Being minority in multiethnic society like in USA is never easy, particularly white people as the majority. It can cause

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														someone who categorized as 'Black' to receive fewer of the society's rewards especially to their physical appearance.
LCRS26/ 01:13:43	(JIMMY'S DAD) What is this, <u>a circus</u> ? (ANOTHER FAN) Right.	During the game, there is a spectator who actually is Jimmy's father who always saying improperly. He uses a lot of swear words and animals' terms to marking out Michael characteristics.					√		√		√			Because of Michael involved in the game, one of the football' spectators called that game as a circus. He assumes that Michael looks like an animal. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Being minority in multiethnic society like in USA is never easy, particularly white people as the majority. It can cause someone who categorized as 'Black' to receive fewer of the society's rewards especially to their physical appearance.

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LCRS27/ 01:14:21	<p>(JIMMY) Here we go. Look at this big bull we got right here. Coming after you! Coming after you! All night. All night.</p> <p>(BERT COTTON) Don't let him get through, Oher! Come on, son!</p>	There is another player from different football team who always call Michael with the terms of animals. Actually, he felt threatened since Michael has big body and good skill on football.					√		√		√			Black people are stereotyped as brutal and criminal. Otherwise, white people use the term of animal to marking out black people. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Being minority in multiethnic society like in USA is never easy, particularly white people as the majority. It can cause someone who categorized as 'Black' to receive fewer of the society's rewards especially to their physical appearance.
LCRS28/ 01:15:28	<p>(JIMMY) Hey, fat boy. We're not done yet. All game long, boy! All game long! Alright. Alright.</p> <p>(REFERREE) Go!</p>	Another player named Jimmy always calling Michael as a fat boy since Michael is the biggest guy among other players. He humiliates Michael by yelling 'fat boy' during the game. Actually, he felt threatened since Michael has big body					√		√		√			Black people are stereotyped as dirty people (physically) since they have black skin color. That's why another player marking out Michael as a fat ass. It is categorized as out-group stereotype because it happens between two different groups in which

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		and good skill on football.												white people stereotype black people.
LCRS29/ 01:15:52	<p>(JIMMY) Hey! Where you going, fat boy? Better <u>stay out</u> of my field. You are not welcome here! This is my field!</p> <p>(MICHAEL) -Silence-</p>	Another player named Jimmy always calling Michael as a fat boy since Michael is the biggest guy among other players. He humiliates Michael by yelling 'fat boy' during the game. Actually, he felt threatened since Michael has big body and good skill on football.	√						√		√			Actually, Michael is not accepted to be a player against Jimmy. The word 'stay out' emphasizes that Michael should not to be there since he is a black boy. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. The existence of the minority group in multiethnic society like in USA is never easy to be accepted by others.
LCRS30/ 01:16:28	<p>(JIMMY'S DAD) That's my boy, Jimmy! Number 66! Kicking that <u>blue gum</u>'s ass.</p> <p>(LEIGH ANNE TUOHY) Hey crotch mouth! Yeah, you! Zips it or I'll come up there zip it for ya!</p>	During the game, there is a spectator who actually is Jimmy's father who always saying improperly. He uses a lot of swear words and animals' terms to marking out Michael characteristics.					√		√		√			There is a certain term that aimed to insult black people. Blue gum is a similar term like a Dracula. However, the Dracula is a black one; it is an old myth that if one is bitten by a nigger with blue gums, they would die. It is categorized as out-group stereotype because it happens between two different groups in which white

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														people stereotype black people. The existence of the minority group in multiethnic society like in USA is never easy to be accepted by others.
LCRS31/ 01:17:55	<p>(JIMMY) <u>Biggie</u>¹, me and you. Me and you, <u>biggie</u>². One more time. Here we go!</p> <p>(BERT COTTON) Alright, we got to cut back! We got to cut back! Come on. Let's go!</p>	Another player named Jimmy calling Michael as a Biggie since Michael is the biggest guy among other players. Actually, he felt threatened since Michael has big body and good skill on football.					√		√		√			White people have some terms to insult black people. One of them is Biggie. It is a nickname of an African American popular rapper Christopher George Latore Wallace. He was nicknamed as Biggie because of his overweight. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. White people tend to generalize their point of view toward black people.
LCRS32/ 01:18:20	<p>(BERT COTTON) Alright, we got to cut back! We got to cut back! Come on. Let's go!</p>	When couch Bert asks for his team to take a rest for couple minutes, Jimmy came to Michael and yelled him out loud as a black. Jimmy hates												The term 'black' is commonly used by white people to differentiate the African American people between their own races. The use of this term is not

Code	Data	Context of Situation	Linguistic Choices Reflecting Stereotype					Types of Stereotype		Situations that Lead to Stereotype Threat				Explanation
			DAVs	IAVs	SVs	ADJs	NGCs	In-group	Out-group	GIS	MS	SS	ES	
	(JIMMY) Black piece of crap!	black people so much.				√			√		√			only to indicate the skin color but also tend to separate their social status based on racial classification and segregation. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Being minority in multiethnic society like in USA is never easy, particularly white people as the majority. It can cause someone who categorized as 'Black' to receive fewer of the society's rewards especially to their physical appearance.
LCRS33/ 01:18:27	(BERT COTTON) Hey! Hey! Raf! Are you gonna do something about this?! He just kicked my boy in the head and cussed him!	When Michael fells headlong on the ground, Jimmy takes a chance to kick Michael's head in front of the referee and his couch.	√						√		√			The word 'kicked' is coded as DAVs because it involved an invariant physical feature to do actual action. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. Being minority in multiethnic

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			DAVs	IAVs	SVs	ADJs	NGCs	In-group	Out-group	GIS	MS	SS	ES	
														society like in USA is never easy, particularly white people as the majority. A cruel white people would not hesitate to treat black people very rude. They would like to commit physical violence toward black people. They also known as racist and always think that they are absolutely right.
LCRS34/ 01:18:27	(BERT COTTON) Hey! Hey! Raf! Are you gonna do something about this?! He just kicked my boy in the head and <u>cussed</u> him!	When Michael fell headlong on the ground, Jimmy takes a chance to kicked and cursed Michael in front of the referee and his couch.	√						√		√			The word 'cussed' is coded as DAVs because it involved an invariant physical feature to do actual action. It is categorized as out-group stereotype because it happens between two different groups in which white people stereotype black people. White people also known as assertive group. They would not hesitate to curse black people with swearing words and other dirty words. White people are known as racist and always think that they are absolutely right

Code	Data	Context of Situation	Linguistic Choices Reflecting Stereotype					Types of Stereotype		Situations that Lead to Stereotype Threat				Explanation
			DAVs	IAVs	SVs	ADJs	NGCs	In-group	Out-group	GIS	MS	SS	ES	
LCRS35/ 01:20:22	<p>(REFERREE) Touchdown!</p> <p>(LEIGH ANNE TUOHY) You! <u>Deliverance</u>! You see number 74? Well, that's MY son.</p> <p>(COLLINS TUOHY) - Way to go big bro!</p>	Leigh Anne is getting angry toward Jimmy's father because he cannot stop to yelling out toward Michael by using inappropriate words.					√	√		√				The term 'deliverance' is commonly used by white people to stereotype other white people. It has similar meaning with the term 'rednecks'. It is categorized as in-group stereotype because it happens to people in the same ethnic group. It is usually based on the people' status in society. Blatantly saying about people' identity would affect to their personality. It is proved by when Leigh Anne said 'deliverance' that contain meaning as person with subordinate status in society, Jimmy's father is spontaneously stop yelling and bow his head in silence.

Code	Data	Context of Situation	Linguistic Choices Reflecting Stereotype					Types of Stereotype		Situations that Lead to Stereotype Threat				Explanation
			DAVs	IAVs	SVs	ADJs	NGCs	In-group	Out-group	GIS	MS	SS	ES	
LCRS36/ 01:52:32	<p>(DAVE) Hey, man, just don't go away now. Hey, sit down, man. I'm just trying to find out little bit about your fine white sister. Because I like me some mommy/daughter action.</p> <p>(MICHAEL OHER) Shut up.</p> <p>(DAVE) Shut up? Who the hell is you telling to shut up? I will bust and cap your fat ass. And then drive east and pay a visit to your cracker_Mom! And her sweet little daughter.</p>	Michael is disappointed because he was investigated by NCAA about his odd predicament of joining in Ole Miss University. He is running away from his foster parent' house and heading to the Hurt village. He meets Dave, a leader of young black men gangster. Dave is joking about Michael's foster family and he is going to seduce Collins Tuohy. It makes Michael feels upset and he asks Dave to shut up. Dave is getting angry toward Michael and threat Michael by saying "I'll bust you"	√					√		√				Black people are regarded as people who talk English ungrammatically. They tend to use informal or slang words to express their thoughts. Besides, black people are associated with bad behavior. They are stereotyped as hostile toward people from other groups and their own group. They do not hesitate to commit some physical violence that is intended to hurt somebody else. It is categorized as in-group stereotype because it happens to people in the same ethnic group. It is usually based on the people' status in society. This situation can evoke Michael's personality because he is so fragile of being violent in his childhood.

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			DAVs	IAVs	SVs	ADJs	NGCs	In-group	Out-group	GIS	MS	SS	ES	
LCRS37/ 01:52:32	<p>(DAVE) Hey, man, just don't go away now. Hey, sit down, man. I'm just trying to find out little bit about your fine white sister. Because I like me some mommy/daughter action.</p> <p>(MICHAEL OHER) Shut up.</p> <p>(DAVE) Shut up? Who the hell is you telling to shut up? I will bust and cap your fat ass. And then drive east and pay a visit to your cracker Mom! And her sweet little daughter.</p>	Dave is getting angry toward Michael and he threatens Michael that he will come to Tuohy’s family. Moreover, Dave insults Michael’s new mama as a cracker.												This term is said to have originated in England before the 16th century, referring to the lower class whose diet primarily consisted of "crackers", actually biscuits. Many of their descendants are sent to the Georgia penal colony, hence "Georgia crackers." White people had invented this name for themselves before the first slave was brought to America, although it is still in use today by mostly older black people referring to white people. Was probably redefined in the days of American slavery by the slave master’s "Crack" of the whip. It is categorized as out-group stereotype because it happens between two different groups in which black people stereotype white people.
TOTAL			9	1	1	11	15	6	31	3	22	8	4	
			37					37		37				

Code	Data	Context of Situation	Linguistic Choices Reflecting Stereotype					Types of Stereotype		Situations that Lead to Stereotype Threat				Explanation
			DAVs	IAVs	SVs	ADJs	NGCs	In-group	Out-group	GIS	MS	SS	ES	

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Demikian surat pernyataan ini saya buat dengan sebenar-benarnya dan semoga dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 1 April 2014

Triangulator,



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Yogyakarta, 1 April 2014

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